

**THE STATUS OF MODERN LANGUAGES
IN THE JUNIOR COLLEGES OF KANSAS**

**A THESIS
SUBMITTED TO THE DEPARTMENT OF
EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE**

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CHAPTER I

INTRODUCTION

ORIGIN AND STATEMENT OF THE PROBLEM. The problem which this study attempts to solve was suggested by Dr. Minnie M. Miller, professor of modern languages at the Kansas State Teachers College of Emporia, and was approved by Dr. Edwin J. Brown, director of the graduate school of the same institution. The writer wishes to thank them for the valuable assistance and helpful suggestions they have given her in solving the problems that have arisen.

This study represents the results of a survey of the status of modern languages in the junior colleges of Kansas.

SOURCES OF DATA. The sources of data used are material from junior college bulletins, books and magazine articles on the junior-college movement, and a recent directory of junior colleges in the United States.¹

INVESTIGATIONS OF THE JUNIOR-COLLEGE MOVEMENT. There have been several investigations of the junior-college movement. The first one was conducted for the year 1917-18 by F. M. McDowell.² The most extensive investigation was conducted for the year 1921-22 by Leonard

1. Doak S. Campbell, Comp., A Directory of the Junior College. George Peabody College Press, Nashville, Tennessee, 1930. 19 pages.

2. F. M. McDowell, The Junior College. Dept. of the Interior, Bureau of Education Bulletin, 1919, No. 35. Government Printing Office, Washington, D.C. 134 pages.

V. Kocs and was financed by the Commonwealth Fund of New York City and by the University of Minnesota. The results of this investigation were published in detail in a two-volume work³ and in a more readable, summarized form in a one-volume work.⁴ The latest comprehensive nation-wide survey of the junior-college situation was made for the year 1927-28 by the Department of Educational Research of the Colorado State Teachers College at Greeley under the direction of Dr. F. L. Whitney, the head of the department, and reported in a technical one-volume work.⁵

Surveys have been made of different phases of the junior-college movement in different states. W. M. Procter has made a survey of junior-college administration and organization in California which is reported in one-volume Stanford University publication.⁶ In Kansas, surveys of the public junior-college movement have been made by E. G. Brothers,⁷ dean of the Municipal Junior College of Arkansas City; by Lewis E. Walker,⁸ dean of the

3. Leonard V. Kocs, The Junior College. Two volumes. Research Publications of the University of Minnesota, Education Series No. 8. University of Minnesota, Minneapolis, 1924. xxii + 686 pages.

4. Leonard V. Kocs, The Junior College Movement. Ginn and Co., Boston, 1925. xxii + 436 pages.

5. F. L. Whitney, The Junior College in America. Colorado State Teachers College Press, Greeley, 1928.

6. W. M. Procter, ed., The Junior College, Its Organization and Administration. Stanford University Press, Stanford University, California, 1927. 226 pages.

7. E. G. Brothers, Legal Status of Publicly Supported Junior Colleges. June, 1929. Unpublished paper, Arkansas City, Kansas.

8. Lewis E. Walker, The Curriculum of the Public Junior College. Kansas State Agricultural College Bulletin, State Printer, Topeka, 1926.

El Dorado Junior College; by Robert B. Kinsey⁹ in a thesis accepted by the University of Wichita; and by Rees H. Hughes,¹⁰ superintendent of schools at Parsons, Kansas. J. W. Shideler¹¹ reported on the junior-college movement in Kansas in 1923. Professor E. F. Engel¹² of the University of Kansas made a recent study similar to the one presented here on the status of foreign language teaching in the high schools, junior colleges, and four-year colleges of Kansas.

ORDER OF PRESENTATION. The order of presentation in this study shall include a brief summary of the junior-college movement in general, a survey of the junior-college movement in Kansas, a report of the status of modern languages in the accredited junior colleges of Kansas, the results of a regional study of modern languages in representative junior colleges of the United States, and a general summary of the study including general trends, comparisons, and conclusions.

9. Robert B. Kinsey, A Survey of the Public Junior Colleges of Kansas. Unpublished thesis, University of Wichita, Kansas, 1930.

10. Rees H. Hughes, "The Public Junior Colleges in Kansas"; in SCHOOL REVIEW, vol. 38, pp. 450-55. (June, 1930).

11. J. W. Shideler, "The Junior-College Movement in Kansas"; in SCHOOL REVIEW, vol. 31, pp. 460-63. (June, 1923).

12. E. F. Engel, "The Status of Foreign Language Teaching in Kansas"; in KANSAS TEACHER AND WESTERN SCHOOL JOURNAL, vol. 30, pp. 17-19. (February, 1930).

CHAPTER II

THE JUNIOR-COLLEGE MOVEMENT

The junior high school and the junior college appeared upon the educational horizon of the United States about the same time. Both represent a transition between lower and higher educational units. The junior high school has become more prevalent, probably because it is lower in the system. However, the junior college has experienced a rapid growth since the World War.

DEFINITION OF THE JUNIOR COLLEGE. The North Central Association of Colleges and Secondary Schools defines a standard junior college as "an institution of higher education with a curriculum covering two years of collegiate work (at least sixty semester hours, or the equivalent in year, term, or quarter credits), which is based upon and continues or supplements the work of secondary instruction as given in any accredited four-year high school."¹

TYPES OF JUNIOR COLLEGES. There are four types of junior colleges: (1) public junior colleges, (2) state institutions, (3) private junior colleges, and (4) the junior-college divisions of universities. The public junior college has developed as an upward extension of

1. George F. Zeek, "Proceedings of the Commission of Institutions of Higher Education"; in NORTH CENTRAL ASSOCIATION QUARTERLY, vol. 4, p. 57. (June, 1929).

the high school. Although the curricula of public junior colleges have been modeled largely after the curricula of the first two years of the state university, the work offered is regarded as secondary, and the public junior colleges are usually regarded as institutions of secondary rather than of higher education. The first public junior college was established in 1901, by J. S. Brown at Joliet, Illinois, as an extension of the Joliet Township High School.² Another was established about the same time at Coshon, Indiana, but it has been discontinued.³ It was not until 1911 that other public junior colleges were established.⁴ Professor Kees reported in 1922 the existence of 207 junior colleges in the United States, forty-six of these being parts of local public school systems.⁵ Professor Kees reported 325 junior colleges for 1927, 106 of which were classified as public institutions.⁶ Dr. F. L. Whitney in 1928 found 362 junior colleges, 146 of which were public junior colleges.⁷

2. F. L. Whitney, The Junior College in America. Colorado State Teachers College Press, Greeley, Colorado, 1928, p. 2.

3. L. V. Kees, The Junior College Movement. Ginn and Co., Boston, 1925, p. 4.

4. Ibid., p. 4.

5. L. V. Kees, "Recent Growth of Junior Colleges"; in SCHOOL REVIEW, vol. 36, p. 258. (April, 1928).

6. Ibid., p. 258.

7. Whitney, op. cit., p. 9.

The American Association of Junior Colleges in March, 1930, reported 429 junior colleges with enrolment of 67,627 of which 144 are public junior colleges, sixteen are state junior colleges, and the remainder, 269, are under private control.⁸

Since the public junior college is nearly always maintained in connection with a city or high school district, it usually is under the control of the local school head. This unit is often housed with the high school unit, although there are varying degrees of separation of administration, instruction, student body, and social life in the two units.⁹

A wide variety of junior colleges may be grouped under the type of junior college maintained as state institutions. A state junior college may be the first two years of a normal school whose work is closely articulated with the university, or it may be a two-year agricultural, mechanical, vocational, or polytechnical college. The state junior college was the last type of junior college to develop. At first its development was rapid, but since 1927 it has decreased in numbers (See Table I). It has been noted that only sixteen state junior colleges were reported in March, 1930. The control of this type of junior college is vested in the

8. Deak S. Campbell, Comp., A Directory of the Junior College. George Peabody College Press, Nashville, Tenn., 1930.

9. L. V. Kees, The Junior College Movement, p. 5.

board having charge of normal schools within the state, the special board in charge of a particular normal school, the state board of education, or boards in charge of special types of education. The type of control varies with the type of state junior college and its locality.

Of the four types of junior colleges the private junior college was the first to develop and has increased in numbers at the most rapid rate. The first junior college of this type was Monticello Seminary, established at Godfrey, Illinois, in 1835. However, private junior colleges of the modern type did not appear until about 1900.¹⁰ The growth of this type has been very rapid during the twentieth century, and, despite the rapid development of the other types, it still constitutes nearly two-thirds of all junior colleges (See Table I). About three-fourths of the total number of private institutions are operating under the auspices of some church or other religious group. The remainder are operated under other private auspices.¹¹ Many of the private junior colleges are maintained in association with institutions of secondary school grade, usually designated as academies; hence, private junior colleges as well as public junior colleges are extensions of secondary education upward.

Perhaps the chief factor in the growth of the private junior college has been the movement for standardization

10. Whitney, op. cit., p. 12.

11. Koss, op. cit., p. 9.

of higher institutions. Many weak four-year colleges have dropped their junior and senior year courses and have concentrated their efforts towards becoming strong junior colleges.¹²

TABLE I.

The Number of Junior Colleges of Each Type in 1922, 1927, and 1930.

Type of Unit	Number of Schools			Percentages of each type		
	1922	1927	1930	1922	1927	1930
Public	46	106	144	22.22	32.31	35.57
State	24	31	16	11.61	9.54	3.73
Private	137	189	269	66.18	58.15	62.70
All Types	207	326	429	100	100	100

Read table thus: In 1922, 46 or 22.22 per cent of all junior colleges were public junior colleges, 24 or 11.6 per cent were state junior colleges, and 137 or 66.18 per cent were private junior colleges. Follow the same method in reading for the years 1927 and 1930.

¹² Ibid., p. 10.

* Data for this table were obtained from L. V. Kees, "Recent Growth of Junior Colleges," in SCHOOL REVIEW, vol. 36, p. 258. (April, 1928) and Deak S. Campbell, A Directory of the Junior College. George Peabody College Press, Nashville, Tenn., March, 1930.

TABLE II.

Percentage of Increase and Decrease
in Each Type,¹⁵

Type of Unit	Percentage of Increase		Percentage of Decrease	
	From 1922 to 1927	From 1927 to 1930	From 1922 to 1927	From 1927 to 1930
Public	128	37.23	0	0
State	29	0	0	45.38
Private	39	42.38	0	0
All Types	57	32	0	0

Read table thus: From 1922 to 1927 public junior colleges increased in number from 46 to 105 (See Table I) or 128 per cent; from 1927 to 1930 they increased in number from 105 to 144 or 37.23 per cent. Follow the same method in reading the percentages of increase and decrease in state and private junior colleges and for all types of junior colleges.

15. Campbell, op. cit.

GROWTH IN NUMBER. Tables I and II show the growth of public, state, and private junior colleges from 1922 to 1927 and from 1922 and 1927 to 1930. In 1927, 105 or 32.31 per cent of all junior colleges were public institutions. In 1922 there were only 46 public junior colleges. But there was a 128 per cent increase in the following five years. At this writing there are 144 public units which represent 33.57 per cent of all units. The percentage of increase between 1927 and 1930 was 37.23 for the public junior college.

In 1922 there were 24 state junior colleges which represented 11.61 per cent of all junior colleges. By 1927 the number had increased to 31, but by 1930 the number had decreased to 16. The percentage of increase between 1922 and 1927 was 29 per cent, but there was a decrease of 48.38 per cent between 1927 and 1930. Although the total number of junior colleges increased between 1922 and 1927, the percentage of state junior colleges fell from 11.6 per cent in 1922 to 9.54 per cent in 1927 because of the marked increase in the per cent of public junior colleges and the greater increase in the proportional per cent of private units. By 1930 the state institutions represented only 3.73 per cent of all junior colleges.

Although the number of private junior colleges was greater in both 1922 and 1927, there was a greater in-

crease in numbers of public junior colleges during this time. The increase in public junior colleges was 59, or 123 per cent, between 1922 and 1927; the increase in private units was 52, or 38 per cent. However, the scales tipped slightly in the opposite direction in the number and percentage of increase between 1927 and 1930 when the increase in private units was 42.38 per cent and that of public units was 37.23 per cent. The percentage of public junior colleges has increased rather consistently since 1922; the percentage of private junior colleges decreased about 8 per cent between 1922 and 1927, but there was an increase of about 4 per cent between 1927 and 1930.

The percentage of increase of all types between 1922 and 1927 was 57 per cent; the percentage of increase between 1927 and 1930 was 32 per cent. This represents an increase of 107 per cent of all junior colleges between 1922 and 1930.

ENROLMENTS. Enrolments in junior colleges in 1929-30 ranged from as few as six students in Centenary College of Cleveland, Tennessee, to as many as four thousand students in Crane Junior College of Chicago, Illinois.¹⁴ In average enrolment the rank from largest to smallest of the different types of junior colleges are (1) public,

14. Ibid., pp. 8 and 16.

(2) state, (3) private.¹⁵

The total junior-college enrolment in 1922 was 16,121; in 1927 it was 35,630;¹⁶ in 1928 it was 44,372;¹⁷ and in 1929-30 it was 67,627.¹⁸ This represents an increase in enrolment since 1922 of 121 per cent in 1927; 175 per cent in 1928; and 319 per cent in 1930.

TABLE III.

The Percentage of Increase in Junior-College Enrolments since 1922.

Year	Enrolment	Percentage of Increase since 1922
1922	16,121	0
1927	35,630	121
1928	44,372	175
1930	67,627	319

During the period 1922-27 the percentage of increase in enrolment for each type of junior college was: public, 217; private, 102; state, 15.¹⁹ Although the increase in number of private junior colleges since 1927 has been greater than that of public units, the greater number of

15. Kees, "Recent Growth of Junior Colleges"; in SCHOOL REVIEW, vol. 36, p. 261.

16. *Ibid.*, p. 258.

17. Whitney, *op. cit.*, p. 21.

18. Campbell, *op. cit.*, p. 4.

19. Kees, *op. cit.*, p. 258.

students enrolled in public units in proportion to private units would offset the advantage of private units in number. Judged by increments in number and enrolment, the public junior college has had a greater growth than the private one; whereas the private one has grown to a greater extent than the state junior college.

COEDUCATION. Public and state units are usually co-educational institutions. About one-half of the private junior colleges are segregated.²⁰ About three-fourths of these are for women and the remainder are for men.²¹

GEOGRAPHICAL DISTRIBUTION. Junior colleges are rather generally distributed over the United States. They are found in 43 states and in the District of Columbia. There are no junior colleges in Delaware, Nevada, Rhode Island, Vermont, and Wyoming. In 1928 and in 1927, the Middle-Western states led in number of junior colleges. In 1930 the Southern States lead in the number of junior colleges. The percentages of junior colleges by sections in 1930 is: New England and Middle Atlantic States including the District of Columbia, 11.89; Southern States, 37.53; Middle-Western States, 34.03; Western States, 16.55. Over two-thirds of all junior colleges

20. Whitney, op. cit., p. 19.

21. L. V. Kees, The Junior College Movement, p. 14.

TABLE IV.

Distribution by Sections of the United States
of Junior Colleges in 1922, 1927, and 1930.

Section	1922 ²²	1927 ²²	1930 ²³
New England and Middle Atlantic States includ- ing the District of Columbia	11	19	51
Southern States	73	120	161
Middle Western States	80	128	146
Western States	43	58	71
All Sections	207	325	429

are found in the South and Middle West. The Eastern States rank lowest in number of junior colleges, as one might expect, for the East has always adhered rather closely to the traditional types and forms of education. Nearly all the junior colleges in the East are private institutions, and about half of those in the South are private. On the other hand, most of the junior colleges of the Middle West and West are public institutions.

The six states having the greatest number of junior colleges with the number of junior colleges each has are:

22. L. V. Kees, "Recent Growth of Junior Colleges"; in SCHOOL REVIEW, vol. 36, p. 262.

23. Campbell, op. cit., p. 4.

California, 48; Texas, 47; Iowa, 28; Missouri and Kansas, 28 each; and Illinois, 18.²⁴ It will be noticed that there has been a remarkable growth of the junior college in California and Texas. Each has over twice as many junior colleges as any other state except Iowa. California is known as the pioneer state with regard to the junior-college movement as the greatest growth has occurred there and the most experimenting with this new unit has been conducted there. Both California and Texas have rather exacting junior-college laws concerning valuation of districts, enrolments, and location.

INSTRUCTORS. Koss observed one hundred and eleven class exercises in thirty-nine junior colleges and forty-one class exercises in three four-year colleges and three universities in order to rate the teachers. The judgments of teachers and teaching were reached by the use of a modification of a method and score-card proposed by Hugg. Koss' conclusions were:

In skill in teaching, the group of junior-college instructors tend to be somewhat superior. In the matter of scholarship in the subject taught, on the other hand, the teachers in colleges and universities are superior to those in junior colleges.²⁵

These conclusions harmonize with results obtained by Koss in an investigation of the comparative training and experience of junior-college, four-year college and university instructors. He found that four-year college

24. Ibid., p. 4.

25. Koss, The Junior College Movement, pp. 87-88.

teachers have had more teaching experience.

ATTITUDES OF FOUR-YEAR COLLEGES. In 1922 Kees²⁶ sent over 200 questionnaires to four-year colleges to find out their practices and attitudes concerning junior colleges. Two-thirds of the 168 colleges that replied had received applications for advanced standing from students who had done work in junior colleges. Practically all of these colleges admitted candidates to advanced standing. Concerning the attitudes of four-year colleges with regard to junior colleges, Dr. Kees found that the general trend was for the encouragement of the movement. The only exception was the attitude of the East which wished to discourage the junior-college movement. The colleges whose attitudes were neutral plead lack of experience with the new unit as the reason for not formulating an opinion. With the vast growth of the junior-college movement one would expect that the later trend has been towards recognition and encouragement. This is shown in many states by the accrediting of junior colleges by state universities.

PURPOSES. Dr. Kees²⁷ lists the following special

26. L. V. Kees, The Junior College. Research Publications of the University of Minnesota. Education Series No. 5. University of Minnesota, Minneapolis, 1924, vol. I, ch. V.
 27. Kees, The Junior College Movement, pp. 319-20.

purposes of the junior college:

- (1) To give the first two years of curricula in liberal arts and pre-professional and occupational subjects (where this begins with the first college year).
- (2) To assure instruction equal to or better than that on the same level in senior institutions.
- (3) To provide terminal general education for those unable to take higher levels.
- (4) To make semi-professional training more standardized.
- (5) To make higher education popular and to increase the demand for it.
- (6) To allow stronger home ties during immaturity.
- (7) To give more individual instruction.
- (8) To allow more training (laboratory practice) in leadership.
- (9) To encourage and hasten the reorganization of secondary and higher education.
- (10) To bring about a better organization of courses and to eliminate too much repetition.

F. W. Thomas²⁸ has designated the four basic functions of the junior colleges as: (1) the preparatory function, (2) the popularizing function, (3) the terminal function, and (4) the guidance function. R. J. Leonard²⁹ has said that the distinctive fields of the junior college are cultural, civic, and professional education.

CURRICULA. L. V. Kees³⁰ has suggested a junior

28. F. W. Thomas, "The Functions of the Junior College"; in The Junior College: Its Organization and Administration. Stanford University Press, Stanford University, California, 1927, p. 11.

29. R. J. Leonard, "Professional Education in Junior Colleges"; in TEACHERS COLLEGE RECORD, vol. 26, pp. 724-33. (May, 1925.)

30. Kees, The Junior College Movement. pp. 45-47.

college offering based on justifiable minimum offerings of colleges and universities which would be likely to meet the needs and interests of most liberal arts students. It includes 225 semester-hours. The number of semester-hours recommended in each field are: science, 63; social subjects, 54; foreign language, 46; English and public speaking, 28; mathematics, 21; and philosophy and psychology, 13. Physical training is included, but no credit is offered for it. As the result of a study of curricula in professional lines in universities in order to canvass the feasibility of providing in the junior college the offering necessary to give effectively the first two years of pre-professional work, Dr. Kees has recommended that strong junior colleges should be able to provide for the following pre-professional groups:³¹

- A. By two years of work almost exclusively general rather than special; law, medicine, dentistry, nursing, education, journalism, chemistry.
- B. By two years of work for the most part general, but also in considerable part special; commerce, agriculture, home economics, civil engineering, electrical engineering, mechanical engineering, and chemical engineering.
- C. By a one-year general professional curriculum in dentistry, until two-year pre-professional curriculum is fully established.
- D. By one year of general work in pharmacy applicable to professional curricula, until the place of the occupation in question either a profession or as a semi-profession is established.

31. Ibid., pp. 61-62.

E. By one year of general work applicable to professional curricula, until the junior-college plan is thoroughly established and particular junior-college units are especially equipped and manned to give the two full years of work, or until curricula are modified to prescribe a larger proportion of work of a general nature; forestry, mining, and architecture.

At the present time in both public and private junior colleges, the largest per cent of offerings is in the modern foreign language group. In average number of semester hours offered and in percentage of total offerings in both public and private junior colleges, the rank order of the five leading subjects is modern foreign language, science, social sciences, commerce, and English.³²

ADVANTAGES OF THE PUBLIC JUNIOR COLLEGE. The public junior college usually has better facilities for providing terminal general education and vocational training than the private school. The private junior college, however, until recently was stronger in three vocational lines: home economics, agriculture, and education. The public unit is more popular as the cost is much lower, and it is in a better position to offer courses to fit the local needs and to increase the cultural level of the community in which it is located than is the private junior college.³³ These local institutions add from two-fifths to almost one-half to the number of high school

32. Whitney, op. cit., p. 212.

33. Koss, op. cit., p. 326.

graduates going on with college work,³⁴

THE MINIMUM UNIT. L. V. Kees³⁵ advocates that the minimum junior-college unit should enroll from at least 150 students. If the number is less, classes would be too small to furnish sufficient incentive to work, and instructors with adequate specialization in certain essential fields could not be employed. In a junior-college unit of this size classes would be small enough for students to get an adequate amount of individual attention; yet the enrolment would be large enough to justify a sufficient number of extra-curricular activities to give training in leadership. An enrolment of this size would also justify the offering of an adequate curriculum for training in pre-professional, semi-professional, and liberal arts lines. Dr. Kees shows that the population of a junior-college district should be not less than 12,000 to insure this minimum enrolment. The cost of instruction per junior-college student should be kept down to \$125, as other costs of maintenance added to this bring the total cost per student up to from \$175 to \$200.³⁶ In most cases this expense is met by a special tax upon the property of the district. Some educators support a

34. Ibid., p. 377.

35. Ibid., pp. 380-81.

36. Ibid., p. 398.

policy of adequate state subsidies for junior colleges.

JUNIOR-COLLEGE LEGISLATION. Only about one-fourth of the states legalize the establishment of the public junior college. In states where public junior colleges are operating without legal authorization, there has been no effort to contest their legality. During the last two years a number of states have given the public junior college legal authority for the first time, and others have expanded the scope already established. Eight states have conditions that necessitate no formal legislation; and twenty-four states have adopted a formal set of standards for their public junior colleges. These standards are usually prescribed by the state university or are included in the law legalizing the junior college.³⁷

ACCREDITING OF JUNIOR COLLEGES. The 1930 directory³⁸ of the American Association of Junior Colleges reports that 367 junior colleges are accredited by some one or more of the following agencies: the American Association of Junior Colleges, the State College Association, the State Department of Education, the Association of Schools and Colleges of the Middle States and Maryland, the North Central Association of Colleges and Secondary Schools, the Association of Colleges and Secondary Schools of the

37. R. B. Kinsey, A Survey of the Public Junior Colleges of Kansas. Unpublished thesis, University of Wichita, Wichita, Kansas, 1930, pp. 8-9.

38. Campbell, op. cit., p. 3.

Southern States, the State University, and the American Council on Education. Two other junior colleges are temporarily accredited. Seventy are not accredited. The North Central Association and the Southern Association maintain special committees for the study of the junior-college movement. The American Association of Junior Colleges does not act as an accrediting agent except in those areas where no authorized agency takes account of the junior college.

SIGNIFICANCE OF THE MOVEMENT. It will be seen from the preceding survey of the junior-college movement that it has had a rapid development during the past few years. In 1912 there were 38 junior colleges, whereas in 1930 there are 429 junior-college units. This new organization has increased its numbers to half the total number of four-year colleges and universities in the United States. The colleges and universities of the present represent a growth of nearly three centuries, since 1636 when Harvard College was founded, while the junior colleges have been in operation for only a little over a quarter of a century. This decided growth of the junior college shows that it must be taken seriously by the educators of the United States.

CHAPTER III

THE JUNIOR COLLEGE IN KANSAS

AUTHORIZATION BY STATE LAW. In 1916 the University of Kansas Senate adopted regulations concerning the organization and accrediting of junior colleges in Kansas (See Appendix). The regulations state that junior colleges must be collegiate rather than secondary institutions. In order to be accredited by the University of Kansas, junior colleges must satisfy the requirements for colleges of the North Central Association of Colleges and Secondary Schools and must meet the approval of a committee sent by the University to inspect the work of the junior colleges.

In 1917 Kansas adopted a law providing for two-year high school extension courses (See Appendix). Although the words "junior college" are not used in the law code, it really provides for the establishment of junior colleges, for the code states that these two-year extension courses are to be equal to the first two years of college work.

ACCREDITING AGENCIES. In 1927 the Kansas State Board of Education adopted a set of standards for accredited junior colleges (See Appendix). These standards include a definition of a junior college and standards for buildings and equipment, college organization, and finances. The departments of instruction with the number

of semester hours of each required are: English, ten hours; mathematics, ten hours; social sciences, fifteen hours; natural sciences, ten hours; and foreign languages. At least ten semester hours in each of two languages must be selected from the following: Greek, Latin, French, German, and Spanish. Under college organization, standards are given for administration, faculty, teaching load, credits, professional courses for state certificates, admission of students, and separation of classes. The standard preparation given for teachers is the completion of at least one year of advanced study following a bachelor's degree, based on four years' work in an accredited college. A master's degree is usually desired. No teacher may teach any subject nor teach in any department in which he has not had ten hours of graduate work. Fifteen semester hours per week is regarded as the standard teaching load. The regulations require that there be a distinct separation of high school and college classes.

The University of Kansas, the State College Association, and the Board of Education are the only accrediting agencies in Kansas. At present there are ten public junior colleges and eight private junior colleges that are accredited. Most of these colleges are accredited by the University of Kansas and by the State Board of Education.

The Saint Mary's College and Academy is the only Kansas junior college that is officially accredited by the North Central Association of Colleges and Secondary

Schools. However, all the junior colleges accredited by the University of Kansas must meet the requirements of the North Central Association of Colleges and Secondary Schools although it is not necessary that they be officially accredited by that association. Seven junior colleges are accredited by the American Association of Junior Colleges. Three junior colleges are accredited by the State College Association. Some of the junior colleges are accredited by several agencies; others are accredited by only one (See Table V).¹

DATES OF ESTABLISHMENT AND ACCREDITMENT OF JUNIOR COLLEGES. The first junior college to be accredited in Kansas was the Oswego College for Ladies at Oswego which was accredited by 1918 and discontinued shortly afterwards.² The first two public junior colleges to be established in Kansas, at Holton in 1917 and at Marysville in 1919, were discontinued in 1920 due to lack of students and money to carry on the work.³ Of the accredited public junior colleges now in existence the first two to be founded were established at Fort Scott and at Garden City in 1919 with respective enrolments of sixteen and twenty-

1. Doak S. Campbell, A Directory of the Junior College. George Peabody College Press, Nashville, Tenn., March, 1930, pp. 9-10.

2. F. M. McDowell, The Junior College. Dept. of the Interior, Bureau of Education Bulletin, 1919, No. 35. Government Printing Office, Washington, D.C., p. 77.

3. J. W. Shideler, "The Junior College Movement in Kansas"; in SCHOOL REVIEW, vol. 31, pp. 461-62. (June, 1923).

Table V
The Development of the Junior-College Movement in Kansas

Name of Institution	Location	Date of Establishment	Date of Discontinuation	Date of Re-establishment	Unit of Administration	Control	Enrollment	Required Total	Required English	Required History	Required Science	No. of Teachers	Tuition 9 mo.	Property Value
1. Blessee College	Statenison	1905			Church of Nazarene	C						9	\$ 64.00	100,000.
2. Central Academy and College	The Person	1914		1923	Free Methodist Church	C	65	15	2	1 1/2	1	16	80.00	300,000
3. Coffeyville Junior College	Coffeyville	1923		1924	City School District	C	136	15				12	None	17,160,155
4. College of Topeka	Topeka	1924		1924	Catholic Church	C	32	15					50.00	1,000,000
5. Eldorado Junior College	Eldorado	1927		1927	City School District	C	140	15				12	50.00	11,995,087
6. Fort Scott Junior College	Fort Scott	1919		1922	City School District	C	129	15				13	None	10,000,000
7. Friends' Bible College	Haviland	1925			Friends' Church	C	15	3	2	1	1	7	75.00	30,000
8. Garden City Junior College	Garden City	1919		1922	City School District	C	81	15	2	2	2	9	72.00	15,495,089
9. Harper Junior College	Harper	1915	1924		Church of Christ	C	15	3	2	0	1	2		
10. Hesston College and Bible School	Hesston	1908		1925	Methodist Church	C	50	15				10	100.00	123,000
11. Holton Junior College	Holton	1911	1920		City School District	C								
12. Hutchinson Junior College	Hutchinson	1928		1928	City School District	C	273	15				17	72.00	33,288,894
13. Independence Junior College	Independence	1925		1925	City School District	C	140	15				15	None	15,773,586
14. Jola Junior College	Jola	1923		1923	City School District	C	158	15				11	None	7,243,526
15. Mrs. C. W. Calvert, Teacher Coll.	Kansas City	1923		1923	City School District	C	312	15				15	108.00	143,000,000
16. Kansas City University	Kansas City	1896		1920	United Brethren Church	C	70	15				3	90.00	
17. Maryville Junior College	Maryville	1918	1920		City School District	C								
18. Miltonvale Wesleyan College	Miltonvale	1909			Wesleyan Meth. Church	C	25	15	3	2	0	11	60.00	125,000
19. Mount St. Elizabeth's Junior College	Atchison	1924		1926	Catholic Church	C	52	15	3	2	2	15	50.00	1,200,000
20. Municipal Junior College	Perkins City	1922		1922	City School District	C	141	15				10	None	17,600,000
21. Northeast Kansas Junior College	Highland	1858		1922	Private	C	56	16	3	1	0	1	100.00	200,000
22. Oswego College for Ladies	Oswego	1919		1919		C								
23. Parsons Junior College	Parsons	1923		1923	City School District	C	206	15				22	None	15,672,838
24. St. Alois Lutheran College	Winfield	1913			Evangelical Lutheran	C	59	15	3	1	2	14	100.00	450,000
25. Saint Mary's College and Academy	Leavenworth	1923		1924	Catholic Church	C	100	15	3	2	0	1	50.00	
26. Sisters of Bethany College	Topeka	1928			Episcopal Church	C								
27. Tabor College	Hillsboro	1908		1922	Methodist Church	C	73	15				20	96.00	200,000

* Property value refers to value of school plant for private junior colleges and to the value of school district for public junior colleges.
 C Coeducational
 A - The American Association of Junior Colleges
 B - The State College Association
 D - The North Central Association of Colleges and Secondary Schools
 U - The State Department of Education
 L - The State University

one. Both were accredited in 1922. The Municipal Junior College at Arkansas City was established and accredited in 1922. The junior colleges at Iola, Kansas City, and Parsons were established and accredited in 1923; the Coffeyville Junior College was established in 1923 and accredited in 1924. Junior colleges were established and accredited at Independence in 1925 and at El Dorado in 1927. The last public junior college was established and accredited in 1928 at Hutchinson.

Of the private junior colleges that are accredited at present, the first one to be established was Kansas City University which was founded in 1896. In 1913 it merged with Campbell College of Helton, Kansas, and in 1926 it changed from a Methodist to a United Brethren institution.⁴ This college and Tabor College, established in 1908, are four-year colleges; but only sixty semester hours of these colleges are accredited by the University of Kansas. Kansas City University and Tabor College were accredited respectively as junior colleges in 1920 and in 1922.⁵ The Northeast Kansas Junior College of Highland, established in 1858, and the Hesston College and Bible School at Hesston, established in 1908, were

4. Kansas City University Bulletin, 1929-30. Eleventh Series, No. 6. Kansas City University Press, Kansas City, Kansas, 1929, pp. 11-12.

5. Report to the American Association of College Registrars by its Committee on Educational Research. n.p., 1929.

founded as four-year colleges, but they became accredited junior colleges in 1922 and in 1925, respectively.⁶ Central Academy and College at McPherson was founded in 1914 as successor to the Orleans Seminary of Orleans, Nebraska. It was accredited in 1923.⁷ The College of Paola was established as a junior college in 1924 and was accredited in the same year by the State Board of Education and by the University of Kansas.⁸ The Saint Mary's College and Academy was founded at Leavenworth in 1923. The college department became accredited as a junior college department in 1924.⁹ The Mount St. Scholastica Junior College was founded in 1924 and became accredited in 1926.¹⁰

Other private junior colleges that have not been accredited have been established in Kansas. St. John's Lutheran College at Winfield, founded in 1893, and Breese College at Hutchinson, founded in 1905, have academic and collegiate departments that prepare for the theological seminaries of their respective denominations.

6. Northeast Kansas Junior College Bulletin, 1929-30. Highland, Kansas, 1929, pp. 3 and 11. Hesston College and Bible School Bulletin, 1929-30. Mennonite Board of Education for Hesston College and Bible School, Hesston, Kansas, 1929, pp. 10-12.

7. Central Academy and College Bulletin, 1929-30. Series XV, No. IV, McPherson, Kansas, June, 1929, pp. 8-10.

8. College of Paola Bulletin, 1929-30. Paola, Kansas, 1929, p. 4.

9. Saint Mary College and Academy Bulletin. Leavenworth, Kansas, 1929, p. 3.

10. Mount St. Scholastica Junior College Bulletin. Atchison, Kansas, 1928, p. 9.

These colleges also have fine arts departments, and St. John's Lutheran College has a commercial department.¹¹ St. John's Lutheran College is an associate member of the American Association of Junior Colleges. Miltonvale Wesleyan College was founded at Miltonvale in 1909. It has five departments: college, academic, normal training, theological, and music. Its aim is to become a standardized junior college.¹² A junior college was established at Harper in 1915 under the auspices of the Church of Christ, but in 1924 it became consolidated with Harding College at Herrilton, Arkansas.¹³ The Friends' Bible College and Academy was established at Haviland in 1925. It maintains a junior college division, a Bible training department, an academy, and a music department.¹⁴ The Sisters of Bethany College was founded at Topeka under the auspices of the Episcopal Church late in the nineteenth century but it was discontinued in 1928.¹⁵

Only the accredited junior colleges of Kansas will be included in this study. The junior colleges that have not been accredited and those that have been discontinued

11. St. John's Lutheran College Catalog, Winfield, Kansas, 1929, and Brescia College Bulletin, Hutchinson, Kansas, 1929.

12. Miltonvale College Bulletin, Miltonvale, Kansas, 1929, pp. 16-17.

13. See letter in Appendix.

14. Annual Catalog of Friends' Bible College and Academy, Haviland, Kansas, 1930.

15. Information concerning the Sisters of Bethany College was obtained from a brief note in reply to a letter sent to Bethany College.

are included in Table V in order to make the list of the junior colleges of Kansas complete.

ADMINISTRATION. The unit of administration of every public junior college of Kansas is the city school district. Every private junior college, except the Northeast Kansas Junior College of Highland, is controlled by a church denomination. At first the Northeast Kansas Junior College was under the control of the Presbyterian Church, but it later became non-sectarian.¹⁶ The high school principals are the administrative officers in six of the public junior colleges. In the public junior college at Garden City, the superintendent of schools acts as the dean, and in three public junior colleges, Eldorado, Hutchinson, and Arkansas City, the deans have no relation to the senior high school.¹⁷ The administrative officers in the private junior colleges of Kansas are the presidents of these colleges.

COEDUCATION. All of the junior colleges of Kansas are coeducational except the College of Paola, Mount St. Scholastica Junior College, and the Saint Mary's College and Academy which are women's colleges. There are no junior colleges in Kansas that have been founded exclusively for men.

16. Northeast Kansas Junior College of Highland, Kansas, Bulletin. Highland, Kansas, 1929, p. 3.

17. Rees B. Hughes, "The Public Junior College in Kansas"; in SCHOOL REVIEW, vol. 38, p. 454. (June, 1930).

ENROLMENTS. The enrolments of the junior colleges of Kansas may be found in Table V. The total number of students enrolled last year in the junior colleges of Kansas was 2214. The total enrolment of students in public junior colleges last year was 1716; the total enrolment of those in private junior colleges last year was 498.¹⁸

ENTRANCE REQUIREMENTS. Few of the junior colleges of Kansas have required entrance units. Usually the requirement is that the students must have completed fifteen units in an accredited high school to be admitted to the junior college. However, in public junior colleges high school seniors may take some junior college work during their last semester in high school if they are not required to take full-time high school work. All of the junior colleges which have required entrance units in certain subjects are private institutions. Only four accredited institutions have prescribed entrance units. They are: Central Academy and College, Mount St. Scholastica Junior College, Northeast Kansas Junior College, and Saint Mary College and Academy. Usually the requirements are: English, three units; mathematics, two units; foreign

18. The statistics on enrolments in private junior college were taken from Campbell, *op. cit.*, pp. 9-10, except for Kansas City University and Tabor Colleges. Freshman and sophomore enrolments in these two colleges in 1928-29 as found in their bulletins were used. Enrolments in public junior colleges were taken from Hughes, *op. cit.*, p. 451.

language, two units; ancient language, two or three units; history, one unit; science, one or two units. St John's Lutheran College requires six units of foreign language. Foreign language is required in only four junior colleges¹⁹ in two of which the language studied must be an ancient language.²⁰

REQUIREMENTS FOR GRADUATION. The requirements for graduation from most of the junior colleges of the state are:

1. A student must have completed sixty hours work.
2. At least five hours must have been taken from each of six out of seven groups: English, foreign languages, mathematics, physical sciences, biological sciences, social sciences, and philosophy. In cases of conflicts with the requirements for pre-professional courses, substitutions may be permitted.
3. The student must have earned at least sixty grade points according to the grades he has made. Points per hour of credit are as follows: A, three points; B, two points; C, one point; D, no point; F, minus one point.
4. Each student at the time of graduation should have completed from twelve to twenty hours in a major subject.
5. Physical training is required, but it cannot be counted as credit in the sixty hours necessary for graduation.

Usually private junior colleges that are denominational require students professing the religious faith of the college to take courses in Bible and religion. The professional requirements for the three year sixty-

19. These colleges are: Central Academy and College, Miltonvale Wesleyan College, Mount St. Scholastica Junior College, and St. John's Lutheran College.

20. The colleges are Mount St. Scholastica Junior College and St. John's Lutheran College.

hour state certificate are three hours each of methods, management, psychology, and practice teaching.

COURSES AND SUBJECTS OFFERED. All of the public junior colleges in this state are modeled on the plan outlined by the University of Kansas. They have the same credit and grade-point systems, entrance requirements, subject-groups system, pre-professional requirements, and general regulations in regard to the selection of courses as those adopted at the University of Kansas.²¹ Most of the private junior colleges are modeled after the same plan. However, there is usually less provision made by private junior colleges for pre-professional and vocational courses than by public junior colleges. In general, in the junior colleges of Kansas, academic instruction and teachers' courses are given the greatest emphasis, and vocational and pre-professional courses are given secondary consideration.²² The Kansas State Agricultural College recently published a pamphlet which gives the results of attempts to arrange pre-professional courses for junior colleges that will articulate with the curricula in agriculture, engineering, general science, home economics, and veterinary medicine at the

21. R. B. Kinsey, A Survey of the Public Junior Colleges of Kansas, University of Wichita, Wichita, Kansas, 1930, p. 98.

22. Ibid., pp. 98-99.

State Agricultural College.²³

A list of the subjects taught in both public and private junior colleges in Kansas follows: English, 18; mathematics, 18; history, 18; chemistry, 18; French, 17; psychology, 17; education, 17; Spanish, 14; economics, 14; political science, 12; public speaking, 11; sociology, 10; physics, 10; zoology, 10; botany, 10; ethics, 10; Latin, 7; German, 6; Greek, 4; business, 3; and engineering, 3.²⁴ The subjects that are taught in only one or two schools are not included in the above list. Dr. Kees has advocated that junior colleges should offer at least 225 hours of work in order to allow a large field of electives. In Kansas the ten public junior college offerings range from 96 to 227 credit hours of work.²⁵ The range of the offerings of the private junior colleges is small.

JUNIOR-COLLEGE TEACHERS. The number of teachers in the accredited junior colleges of Kansas ranges from nine in Garden City Junior College to twenty-two in the Hesston College and Bible School and in Parsons Junior College, but some of these are part-time high school or academy and college teachers. In order to be accredited

23. Relations with Junior Colleges. Kansas State Agricultural College Bulletin, Vol. 14, Manhattan, Kansas, April, 1930.

24. E. T. Engel, Comp., Kansas University Report on the Junior Colleges of Kansas, 1928-29. See Appendix. This list was corrected to include Tabor College and Kansas City University.

25. Kinsey, op. cit., p. 14.

by the State Board of Education, a junior college must have at least four full-time teachers. Most of the full-time faculty members of the Kansas junior colleges either hold masters' degrees or have had a year or more of graduate study in their fields, and many have had two years or more of high school or college teaching experience. The general average salary of junior college teachers was \$2049 in 1924; by 1929 this average had increased to \$2075. The average salaries in the order of their rank from highest to lowest in the principal departments of junior colleges in 1929 were: physical science, \$2171; mathematics, \$2126; history, \$2117; English, \$2073; modern languages, \$1990; and biology, \$1902.²⁶

PROPERTY VALUATIONS. Dr. Kees has asserted that a junior college should not be attempted if the tax valuation of the district is less than \$10,000,000.²⁷ The valuations of the ten public junior colleges of Kansas range from \$15,445,089 for Garden City Junior College to \$143,000,000 for Kansas City Junior College.²⁸ The valuations of six private junior colleges of Kansas range from \$30,000 for Friends Bible College to \$1,200,000 for Mount St. Scholastica Junior College.²⁹ The valuations of Kansas City University and of Tabor College were not

26. See E. T. Engel's report in the Appendix.

27. Kinsey, *op. cit.*, p. 14.

28. Hughes, *op. cit.*, p. 454.

29. Campbell, *op. cit.*, p. 10.

available.

TUITION CHARGES. Students of a public junior-college district attending public junior college of that district are required to pay no tuition. Six public junior colleges do not charge tuition for students coming from outside the junior-college district. The tuition charges per year for each student from outside the public junior-college districts are: El Dorado Junior College, \$50; Garden City Junior College and Hutchinson Junior College, \$72; Kansas City Junior College, \$108. All of the private junior colleges charge tuition of all students except those that are exempted from tuition by scholarships and by special exemptions. The private junior-college tuitions range from \$50 per year to \$100 per year.³⁰

ADVANTAGES OF JUNIOR COLLEGES. The advantages of the junior colleges that are usually stressed are: a lowered cost to students; the keeping of from \$500 to \$1,000 a year per student in the local community; the offering of college training from 30 per cent to 75 per cent of the local high school graduates who would not be able financially to go away to college; and, the offering of academic and preparatory training which is accepted by most four-year colleges and universities in this state and in other states at full valuation for liberal arts and professional courses.

30. Ibid., pp. 9-10, and junior college catalogues.

NEEDS OF JUNIOR COLLEGES. The needs of the junior colleges of Kansas are: state aid in order to reduce the local taxation load, the offering of more extensive completion courses in liberal arts and semi-professional work, better equipment, better salaries for teachers, a more highly developed school spirit, larger enrolments, a broader vision of the functions of the junior college, and a reorganization of the secondary educational institutions of the state. The Kansas Junior College Association presented a bill to the legislature making a provision for state aid, but this did not become a law. The same bill, or a similar bill, will probably be introduced into the state legislature again in the near future (See Appendix). Data from Mr. Rees H. Hughes' survey of the public junior colleges of the state indicate some facts which should receive the attention of junior-college administrators.³¹ Some of these facts are:

1. Less than 50 per cent of the students enrolled in the junior college in the first year remain for the second year.
2. Although only 19 per cent of the junior-college graduates continue with general college courses, the junior colleges seem to have specialized in this one type of work.
3. Less than 50 per cent of the high school graduates in communities having junior colleges enter these institutions.
4. The junior-college district is too small, and tuition charges are not evenly distributed.
5. In some cases the courses overlap, and the activities duplicate those of the senior high school.

31. Hughes, op. cit., p. 455.

CONCLUSIONS. The junior-college movement has had a considerable growth in Kansas since the authorization of junior colleges by state law in 1917. At present Kansas ranks fourth with Missouri among the states of the Union in number of junior colleges. The junior colleges of Kansas rank very favorably with those of other states. However, there is an urgent need for the standardization of the private junior colleges, the offering of more varied and more extensive curricula, and the provision of state aid for junior colleges.

CHAPTER IV.

MODERN FOREIGN LANGUAGES IN THE ACCREDITED
JUNIOR COLLEGES OF KANSAS

In order to present the results of the study of modern languages in the accredited junior colleges of Kansas, the following plan is pursued. The number of four-year colleges, junior colleges, and high schools offering foreign languages and the enrolments in foreign languages in each type of institution are compared. A comparison is made of offerings in ancient languages, modern languages, and mathematics in the junior colleges of Kansas. Courses in ancient and in modern languages offered in junior colleges are compared with reference to the number of colleges offering each course, the total and average numbers of semester hours offered in each course, and the range in semester hours for each course. The courses offered in modern languages are compared with Professor Keos' recommended offerings in foreign languages. Foreign language requirements for entrance, for graduation, and for pursuance of different curricula in junior colleges are summarized. Descriptions of modern language courses and of the work of modern language clubs are given, and the qualifications of teachers of modern languages are stated.

THE NUMBER OF COLLEGES AND HIGH SCHOOLS OFFERING FOREIGN LANGUAGES. Professor E. F. Engel, the chairman of the Committee on Survey and Publicity for the Modern

TABLE VI.

The Number of Four-Year Colleges, Accredited Junior Colleges, and High Schools of Cities of the First and Second Classes That Offer Foreign Languages.

Institution	The Number of Institutions in Which the Different Foreign Languages are Offered						
	French	Spanish	German	Italian	Latin	Greek	No Foreign Language
Four-Year Colleges	22	18	21	0	19	0	0
Public Junior Colleges	10	9	2	0	5	0	0
Private Junior Colleges	8	6	3	1	5	4	0
High Schools of the First Class	11	9	2	0	11	0	0
High Schools of the Second Class	77	38	3	0	73	0	3
TOTAL	128	80	31	1	113	4	3

Language Association of Kansas, completed in February, 1930, the third annual survey of the teaching of foreign languages in the schools of Kansas. The scope of this survey includes all four-year colleges, including state supported educational institutions, all accredited junior colleges, and all accredited high schools and academies. The survey¹ shows that all of the 22 four-year colleges in the state offer French, 21 offer German, 19 offer Latin, and 16 offer Spanish. There are 10 public and 8 private junior colleges² in the state that are accredited. French is taught in all of the accredited junior colleges; Spanish is taught in 9 public and in 6 private junior colleges; German is offered in 2 public and in 3 private junior colleges; Italian is offered in one private junior college. Latin is offered in 5 public and in 5 private junior colleges; Greek is offered in 4 private junior colleges. There are 11 high schools in cities of the first class in Kansas. All offer French and Latin; 9 offer Spanish; and 2 offer German. Of the 77 high schools in cities of the second class, 21 offer French, 38 offer Spanish, 3 offer German, 73 offer Latin, and 3 offer no foreign language.

1. E. F. Engel, "The Status of Foreign Language Teaching in Kansas"; in KANSAS TEACHER AND WESTERN SCHOOL JOURNAL, vol. 30, pp. 17-18, (February, 1930).
 2. Professor Engel reported only six private junior colleges.

TABLE VII.
STATISTICAL REPORT ON ENROLLMENTS IN FOREIGN LANGUAGES IN KANSAS SCHOOLS 1927-1930.

	Latin			French			Spanish			German		
	1st Yr.	2nd Yr.	*Adv. Total	1st Yr.	2nd Yr.	*Adv. Total	1st Yr.	2nd Yr.	*Adv. Total	1st Yr.	2nd Yr.	*Adv. Total
Four-year colleges												
1927-28	321	174	352	1031	496	539	1011	483	324	604	211	101
1928-29	345	156	325	1060	407	253	854	375	297	676	197	118
1929-30	201	120	209	1026	552	207	841	391	251	739	205	116
Junior Colleges												
1927-28	11	28	39	266	46	312	111	50	161	50	23	73
1928-29	20	37	57	337	121	458	209	52	261	78	12	90
1929-30	27	18	45	333	74	407	215	69	284	57	16	73
High Schools in												
First Class Cities												
1927-28	1195	862	250	484	214	5	763	413	24	32	12	44
1928-29	7743	740	359	486	208	17	791	393	51	43	12	55
1929-30	660	792	277	527	260	23	884	328	39	59	12	82
High Schools in												
Second Class Cities												
1927-28	2072	918	231	504	130	634	1609	610	60	18	6	24
1928-29	1890	1395	456	479	179	658	1194	608	74	29	23	52
1929-30	2620	1550	390	519	200	719	1162	678	74	99	13	112
Other High Schools												
1927-28	6529	1432	215	555	133	688	1890	295		95	6	101
1928-29	5694	2246	399	447	104	551	1594	413		182	56	238
1929-30	5193	2229	432	702	161	984	1674	495	27	351	98	429

*Adv. refers to advanced courses.

FOREIGN LANGUAGE ENROLMENTS. On the basis of enrolments in four-year colleges during the last three years, according to Professor Engel's report,² French leads all foreign languages with Spanish ranking second. German ranks third, and Latin fourth. Latin and Spanish enrolments have decreased in the last two years, and French and German enrolments have increased. In junior colleges the languages hold the same relative positions with Latin trailing far behind with an enrolment of 45 in four schools.³ In high schools in cities of the first class, Latin is far in the lead having almost as many enrolled in it as in all the other languages combined. In high schools in cities of the second class and in smaller high schools there were from two to three times as many enrolled in Latin in 1929-30 as in all the other languages combined. In junior colleges Spanish is the only language that has gained steadily in the last three years. The 1929-30 enrolment in French, German, and Latin represents an increase over that of 1927-28, but there has been a considerable decrease in enrolment in these languages since 1926-29.

The following table shows the rankings of the foreign languages in the different institutions by enrolments.[#]

2. *Ibid.*, pp. 17-18.

* Professor Engel reported Latin in only four junior colleges. The writer of the present study found Latin offered in ten junior colleges.

This table was made from statistics given by Professor Engel with regard to enrolments.

TABLE VIII.

Ranking of Foreign Languages in Four-Year Colleges,
Junior Colleges, and High Schools in the Order
of Total Enrolments for 1929-30.

No.	Four-Year Colleges	Junior Colleges	High Schools
1	French	French	Latin
2	Spanish	Spanish	Spanish
3	German	German	French
4	Latin	Latin	German

In four-year colleges and junior colleges the foreign languages rank the same in the following order: French, Spanish, German, Latin. In high schools Latin ranks first; Spanish, second; French, third; and German, fourth. Although German ranks low in all institutions it is steadily gaining in enrolment in four-year colleges and high schools (See Table VIII).

COMPARISON OF JUNIOR-COLLEGE OFFERINGS IN ANCIENT LANGUAGES, MODERN LANGUAGES, AND MATHEMATICS. The offering in modern foreign languages in the junior colleges of Kansas is compared with the offerings in ancient languages and in mathematics because ancient languages and mathematics have been the main traditional subjects of high schools and colleges. Table IX shows that the offering in modern languages is much greater than the offerings in ancient languages and mathematics. In the public junior colleges

TABLE IX.

A Comparison of the Curricular Offerings in Ancient Languages, Modern Languages, Modern Languages, and Mathematics in Terms of Total Number and of Average Number of Semester Hours and Average Per Cent of Semester Hours in 18 Public and Private Junior Colleges of Kansas, 1929-30.

Junior Colleges	Ancient Langs.		Modern Foreign Languages				Mathematics	Totals
	Latin	Greek	French	Spanish	German	Italian		
1. Coffeyville Junior College	2	0	20	23	0	0	43	65
2. El Dorado Junior College	0	0	15	18	0	0	43	62
3. Fort Scott Junior College	0	0	20	20	0	0	40	78
4. Garden City Junior College	5	0	15	15	0	0	40	55
5. Hutchinson Junior College	0	0	20	25	0	0	45	70
6. Independence Junior College	0	0	20	20	0	0	40	66
7. Iola Junior College	10	0	15	15	0	0	30	63
8. Kansas City Junior College	10	0	20	20	10	0	50	95
9. Municipal Junior College of Arks. City	0	0	15	0	10	0	25	41
10. Parsons Junior College	10	0	20	20	0	0	40	77
TOTAL HOURS	37	0	180	176	20	0	376	672
TOTAL AVERAGE HOURS	3.7	0	18	17.6	2	0	37.6	67.2
Per Cent of Semester Hours	5.5	0	26.79	26.19	2.98	0	55.96	38.54
Private Colleges#								
1. Central Academy and College	0	16	16	0	16	0	32	17
2. College of Paola	14	0	20	18	0	0	38	74
3. Hesston College	26	10	16	16	22	0	54	109
*4. Kansas City University	0	0	20	20	0	0	40	58
5. Mount St. Scholastica Jr. College	25	0	15	15	0	0	30	76
6. Northeast Kansas Junior College	10	5	16	15	0	0	31	71
7. Saint Mary College and Academy	31	0	18	18	0	10	46	98
*8. Sabor College	0	8	11	0	30	0	41	76
TOTAL HOURS	106	39	145	102	68	10	312	627
TOTAL AVERAGE HOURS	13.25	4.88	18.13	16.5	12.75	8.5	39	78.38
Per Cent of Semester Hours	16.91	6.21	23.12	21.05	16.27	10.85	49.77	27.11

#Freshman and Sophomore subjects only are included from these colleges.
#Only accredited junior colleges are reported.

TABLE IX (Concluded)

A Comparison of the Curricular Offerings in Ancient Languages, Modern Languages, Modern Languages, and Mathematics in Terms of Total Number and of Average Number of Semester Hours and Average Per Cent of Semester Hours in 18 Public and Private Junior Colleges of Kansas, 1929-30.

	Ancient Lang.		Modern Foreign Languages		Math-						
	Latin	Greek	French	Spanish	German	Italian	Totals				
Junior Colleges											
All Junior Colleges											
TOTAL HOURS	145	39	102	312	278	96	10	686	429	1299	
TOTAL AVERAGE HOURS	7.94	2.17	10.11	17.55	15.44	4.89	.56		36.22	23.85	72.16
Per Cent of Semester Hours	11	5	14.01	24.02	21.40	6.78	.77		52.97	33.02	100

the total number of hours offered is as follows: modern languages, 376; mathematics, 259; ancient languages, 37. In the private junior colleges the total number of hours offered is: modern languages, 312; mathematics, 170, ancient languages, 145. For all junior colleges the total number of hours is: modern languages, 688; mathematics, 429; ancient languages, 182.

The average number of hours offered in each subject in public junior colleges is: modern languages, 37.6; mathematics, 25.9; ancient languages, 3.7. In private junior colleges the average number of hours offered is: modern languages, 39; mathematics 21.25; ancient languages, 18.13. The average number of hours offered in all junior colleges is: modern languages, 38.22; mathematics, 23.83; ancient languages, 10.11.

In public junior colleges the per cents of the total semester hours offered in the three subjects under consideration are: modern languages, 55.96; mathematics, 38.54; ancient languages, 5.5. In private junior colleges the per cents are: modern languages, 49.77; mathematics, 27.11; ancient languages, 23.12. The per cents for all junior colleges are: modern languages, 52.97; mathematics, 33.02; ancient languages, 14.01.

Although modern languages lead in both public and private junior colleges, the figures given above show that a greater amount of ancient languages and smaller

amounts of modern languages and mathematics are offered in private junior colleges than in public junior colleges. The ratio of modern languages to ancient languages in private junior colleges is approximately 3:1; in public junior colleges, the ratio is approximately 10:1. The ratio of modern languages to mathematics is only slightly higher in private junior colleges than in public junior colleges. In the former the ratio is 1.83:1 while in the latter the ratio is approximately 1.45:1.

Latin is the only ancient language offered in public junior colleges. Thirty-seven hours of Latin are offered in five public junior colleges with a range of from 3 to 10 semester hours and a median of 6 semester hours. French, Spanish, and German are the modern languages offered in public junior colleges. One hundred eighty hours of French are offered in the ten public junior colleges with a range of from 15 to 20 semester hours and a median of 17.5 semester hours. Nine public junior colleges offer 176 hours of Spanish with a range of from 15 to 25 hours and a median of 20 semester hours. Two public junior colleges offer 20 hours of German with each college offering 10 hours. Three hundred seventy-six hours of modern language are offered in the ten public junior colleges with a range of from 25 to 50 semester hours and a median of 37.5 hours. Two hundred fifty-nine hours of mathematics are offered with a range of from 16 to 38 semester hours and a median of 27 hours.

Both Latin and Greek are offered in the private junior colleges of Kansas. One hundred six hours of Latin are offered in five private junior colleges with a range of from 10 to 31 semester hours and a median of 20.5. Four colleges offer 39 hours of Greek with a range of from 5 to 16 semester hours and a median of 10.5. This makes a total of 7 private junior colleges offering 145 hours of ancient languages with a range of from 8 to 36 hours and a median of 22 semester hours. French, Spanish, German, and Italian are the modern languages that are offered in private junior colleges. All of the private junior colleges offer French with a total of 132 semester hours, a range of from 11 to 20 hours, and a median of 15.5 hours. Six private junior colleges offer 102 hours of Spanish with a range of from 15 to 20 hours and a median of 17.5 hours. Three private junior colleges offer 68 hours of German with a range of from 16 to 30 hours and a median of 23 hours. One private junior college offers ten hours of Italian. The total number of semester hours of modern languages offered in the eight private junior colleges is 312 with a range of from 30 to 54 hours and a median of 42 hours. One hundred seventy hours of mathematics are offered in the private junior colleges with a range of from 17 to 27 semester hours and a median of 22 hours.

In general, the ranges and medians of semester hours are greater in private junior colleges than in public junior colleges. Private junior colleges offer a greater

number of ancient languages, more hours of ancient languages, higher ranges for ancient languages, and higher medians in ancient languages than do public junior colleges. Private junior colleges offer a greater number of modern languages than do public junior colleges as one private junior college offers Italian. For all modern languages the range and the median are higher in private than in public junior colleges, but public junior colleges offer a greater number of total hours of modern languages. The total hours offered, the ranges, and the medians for French and Spanish are higher in public junior colleges, but the total hours offered, the ranges, and the medians for German and Italian are greater in private junior colleges. In mathematics the total hours offered, the range, and the median are much higher in public than in private junior colleges.

The comparison of modern language, ancient language, and mathematics offerings in the junior colleges of Kansas shows that modern languages rank higher in total number of hours offered, in ranges of semester hours, and in medians than do ancient languages and mathematics in both public and private junior colleges.

COMPARISON OF ANCIENT AND MODERN LANGUAGES COURSES. Table X shows the courses offered in each modern language in the public and private junior colleges of Kansas, the number of colleges offering each course, the total number of semester

TABLE I.

The Number of Public and Private Junior Colleges in Kansas Offering Courses in Modern Foreign Languages with the Total Number of Semester Hours, the Average Number of Semester Hours, and the Range in Semester Hours in 1929-30.

Courses	No. of colleges making offering		Total No. of Semester Hours		Average No. of Semester Hours		Range in Semester Hours						
	Public	Private	Public	Private	Public	Private	Public	Private					
I. FRENCH													
1. Elementary	10	8	16	37	55	27	92	6.5	4.63	5.11	5-10	3-5	3-10
2. Intermediate	10	7	17	53	50	33	63	5	4.71	4.83	5	0-5	0-5
3. Modern Literature	9	8	17	34	27	34	61	3	4.25	3.59	3	3-6	3-6
4. Composition and Conversation	10	5	15	31	31	12	43	3.1	2.4	2.87	2-4	2-4	2-5
5. Survey of French Lit.	1	1	1	8	8	8	8	8	8	8	8	8	8
6. Prose and Poetry	5	2	7	17	17	6	23	3.4	3	3.29	3-5	3	3-5
7. Racine	1	1	1	2	2	2	2	2	2	2	2	2	2
II. GERMAN													
1. Elementary	2	3	5	10	10	15	25	5	5	5	5	4-5	4-6
2. Intermediate	2	3	5	10	10	15	25	5	5	5	5	4-6	4-6
3. Modern Literature	2	2	2	11	11	11	11	5.5	5.5	5.5	5.5	3-8	3-8
4. German Classics	2	2	2	18	18	18	18	9	9	9	9	6-12	6-12
5. Rhetoric	1	1	1	5	5	5	5	5	5	5	5	5	5
6. Advanced Grammar	1	1	1	6	6	6	6	6	6	6	6	6	6
III. SPANISH													
1. Elementary	9	6	15	45	45	30	75	5	5	5	5	5	5
2. Intermediate	9	6	15	45	45	30	75	5	5	5	5	5	5
3. Modern Literature	9	6	15	29	29	34	53	3.22	4	3.53	3-5	3-6	3-6
4. Composition and Conversation	8	5	13	26	26	12	38	3.25	2.4	2.92	2-4	2-4	2-4
5. Prose and Poetry	7	2	9	23	23	6	29	3.28	3	3.22	3-5	3	3-5
6. Spanish Conversation	1	1	1	3	3	3	3	3	3	3	3	3	3
7. Commercial Spanish	1	1	1	5	5	5	5	5	5	5	5	5	5
IV. ITALIAN													
1. Elementary	1	1	1	5	5	5	5	5	5	5	5	5	5
2. Intermediate	1	1	1	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5

hours of each course in all the junior colleges, the average number of semester hours offered in each course for the colleges offering each course, and the range in semester hours for each course in all the junior colleges.

Table XI gives the same statistics for ancient languages that Table X gives for modern languages. Elementary French is offered in all junior colleges; elementary German in 5; elementary Spanish in 15; elementary Italian in one; elementary Latin in 5; and elementary Greek in 3 junior colleges. The same number of institutions offer intermediate courses in each of the languages except in French, Latin, and Greek. Seventeen junior colleges offer intermediate French; one offers intermediate Latin; and one offers second-year Greek. Courses in modern literature are offered in French in 17 junior colleges, in German in 2 junior colleges, and in Spanish in 15 junior colleges. Courses in composition and conversation are offered in French in 15 colleges and in Spanish in 13 colleges. A course in Spanish conversation is offered in the Caffeyville Junior College, and a course in commercial Spanish is offered in Hutchinson Junior College. One junior college offers a course in German rhetoric, and another college offers a course in advanced German grammar. Survey of French literature is offered in one public junior college, and a course in Racine is offered in one private junior college. Two private junior colleges offer courses in German classics.

TABLE XI.

The Number of Public and Private Junior Colleges in Kansas Offering Courses in Ancient Languages with the Total Number of Semester Hours, the Average Number of Semester Hours, and the Range in Semester Hours in 1929-30.

Courses	No. of Colleges		Total No. of		Average No. of		Range in	
	Making Offering	Public Private	Semester Hours	Total	Semester Hours	Total	Semester Hours	Semester Hours
I. LATIN								
1. Elementary	1	4	5	26	5	5	5	5
2. Intermediate		1	1	5	5	5	5	5
3. Caesar	1	3	4	20	5	5	5	5
4. Vergil	2	4	6	30	5	5	5	5
5. Cicero	3	3	6	31	4.83	5.16	3-5	3-8
6. Livy	1	2	3	7	2	2.33	2	2-3
7. Horace		2	2	6	3	3	3	3
8. Tacitus, Pliny		1	1	3	3	3	3	3
9. Martial, Juvenal		1	1	3	3	3	3	3
10. Horace, Catullus		1	1	5	5	5	5	5
11. Latin Composition		3	3	6	2	2	2	2
12. Mythology	1		1	2	2	2	2	2
II. GREEK								
1. Elementary	3	3	3	21	7	7	5-8	5-8
2. Second-Year	1	1	1	8	8	8	8	8
3. New Testament Greek	3	3	3	26	8.66	8.66	4-12	4-12

French prose and poetry is offered in 7 junior colleges; Spanish prose and poetry is offered in 9 junior colleges. The number of junior colleges offering courses in advanced Latin and the courses offered are: Caesar, 4; Vergil, 6; Cicero, 6; Livy, 3; Horace, 2; Tacitus and Pliny, 1; Martial and Juvenal, 1; Horace and Catullus, 1; Latin composition, 3; and mythology, 1. Most of the advanced Latin courses are offered in private junior colleges. One private and three public junior colleges offer only advanced courses in Latin. Three private junior colleges offer New Testament Greek. In one private college this is the only course offered in Greek.

French and Spanish courses are offered in more junior colleges than are the other languages with a corresponding greater number of total semester hours. Courses in German, Latin, and Greek have a greater average number of semester hours than do the courses in other languages because the number of credit hours offered for each course is more consistent and because great amounts of these languages are offered in a small number of denominational junior colleges.

Five hours credit per semester is granted in most institutions for elementary and intermediate language courses. However the range of hours is from 3 to 10 in elementary French, from 4 to 6 in elementary German, and from 3 to 6 in elementary Greek, and the range of hours

is from 4 to 6 in intermediate German, from 3 to 5 in intermediate Italian, and 4 hours each semester in second-year Greek. In modern literature courses in French, German, and Spanish, the range of hours is from 3 to 5. However 3 or 4 hours of credit are usually given for such courses. Two hours of credit each semester are given in most colleges for composition and conversation courses in French, Spanish, and Latin. The range of hours in Spanish and French courses in prose and poetry is from 3 to 5 hours with 3 hour credit course being the most popular offering. Two hours of credit are offered for one semester of the Racine course offered in one school; four hours of credit are offered for each of the two semesters in survey of French literature offered in one school. From 3 to 6 hours of credit are given each semester in the schools offering courses in German classics. Three hours credit per semester are given for German rhetoric and 5 hours per semester for advanced German grammar. Spanish conversation and commercial Spanish are given 3 and 5 hours of credit, respectively. Courses in advanced Latin receive from 2 to 5 hours of credit each semester. The course in New Testament Greek receives from 3 to 5 hours of credit each semester while as many as 12 hours are offered in this course in one junior college. It will be noted in Tables X and XI that the range in semester hours includes

the total number of hours of credit of each course offered in each institution, not merely the hours of credit offered in each course per semester.

COMPARISON OF COURSES OFFERED WITH KOOS' RECOMMENDED OFFERING IN FOREIGN LANGUAGES. In the liberal arts offering recommended by Professor Kees³ for junior colleges, 46 semester hours of foreign language are listed. The courses are: elementary French, 8 hours; second-year French (intermediate), 8 hours; advanced French, 6 hours; survey of French literature, 4 hours; French conversation, 4 hours; elementary German, 8 hours; and second-year German (intermediate), 8 hours. This offering in foreign languages represents four college years of French and two of German. Professor Kees adds that, if it is desirable, other courses may be added to the ones listed above, and Spanish or Latin may be substituted for German or French or for both languages indicated. Most of the junior colleges of Kansas offer courses in modern languages that conform rather closely to Kees' list. Nine public junior colleges offer combinations of French and Spanish; four of these junior colleges add one year of Latin; one public junior college offers a combination of French and German. The private junior colleges offer from three to five languages of which French, Spanish, and Latin are the most frequently

3. L. V. Kees, The Junior College Movement. Ginn and Co., Boston, 1925, p. 46.

offered. Only three junior colleges offer 46 hours or more of modern languages, but nine offer 46 hours or more of all foreign languages combined. Six junior colleges offer between 40 to 45 hours of foreign language. Of the remaining public junior colleges one offers 35 hours; one offers 33 hours; and one offers 25 hours of foreign language. Of the nine junior colleges offering 46 hours or more of foreign languages, five offer more than 50 hours; and one of these colleges offers as many as 90 hours of foreign languages. The following list gives the courses and number of semester hours that are most frequently offered: elementary French, 5 hours; French reading and grammar, 5 hours; modern French literature, 3 hours; French composition and conversation, 2 hours; French prose and poetry, 3 hours; elementary Spanish, 5 hours; intermediate Spanish, 5 hours; modern Spanish literature, 3 hours; Spanish composition and conversation, 2 hours; Spanish prose and poetry, 3 hours. This list represents an offering of approximately five years of modern languages. In eleven junior colleges one year or more of ancient languages is offered in addition to the above list. In three junior colleges German is offered instead of Spanish. Three other junior colleges offer three modern languages as well as ancient languages.

FOREIGN LANGUAGE REQUIREMENTS. Only two junior colleges have entrance requirements in foreign languages. Central Academy and College of McPherson requires two units

of ancient or of modern languages for entrance. Mount St. Scholastica Junior College of Atchison requires two units each of ancient and of modern languages for entrance. Taber College of Hillsboro specifies that three units of German or Latin are desirable for entrance.

No junior college requires a specified amount of foreign languages of all students for graduation. The junior colleges that are accredited by the University of Kansas model their courses upon those offered at the University and require students to elect five hours from each of six groups chosen from seven to nine groups, one of which is foreign languages, for graduation from junior college. If a student begins a foreign language in junior college, he must complete ten hours of that language successfully before he is granted any credit for the language. If a student has had a language in high school, he need offer only five hours in that language to fill a group requirement.

Foreign languages are required or recommended for certain courses in some of the junior colleges. Central Academy and College requires eight hours of foreign language for graduation from the liberal arts course and sixteen hours of Greek for graduation from the Bible course. The Bible school divisions of junior colleges usually have specific language requirements, especially in Greek and Latin. In most cases junior colleges model

the pre-professional courses upon those offered at the University of Kansas. Most of the junior colleges recommend that ten hours of French be taken for the following pre-professional courses: home economics, pharmacy, medical, and dental. Ten hours of Spanish is recommended for a business course. For a law course ten hours of Latin or French is recommended. Ten hours of French or German are recommended for engineering courses. Ten hours of modern languages are advised for the following courses: journalism, coaching, education, music, and agriculture. The Kansas State Agricultural College⁴ recommends German as a good elective for a pre-engineering course in junior colleges. Ten hours of German or French are recommended for home economics, and from nine to fifteen hours of modern languages are advocated for a general science course by the same school.

From twelve to twenty hours are required for a major in a subject or in a department in the junior colleges of Kansas. Certain courses in the major department are required for the major. For instance the Independence Junior College requires advanced Spanish composition of

4. Relations with Junior Colleges. Kansas State Agricultural College Bulletin, vol. XIV, no. 5, Manhattan, Kansas. (April, 1930.)

all Spanish majors.

DESCRIPTION OF MODERN LANGUAGE COURSES. Tables XII, XIII, XIV, and XV give descriptions, respectively, of the French, Spanish, German, and Italian courses offered in the junior colleges of Kansas in 1929-30. All of the modern language courses offered in all of the junior colleges of Kansas are described. However some of the courses are offered by only a few of the colleges. In the cases in which the courses are offered in many junior colleges, the contents of the courses, the textbooks, and readers are summarized in the tables. The ranges of hours credit given each semester and the pages of reading required in all the junior colleges offering the different courses are listed. No pages of outside reading are specified for German or for Italian. Italian is offered only in the Saint Mary's College and Academy and there only if there is a sufficient demand. No textbooks, readers, or pages of outside reading are specified for Italian. The course numbers most frequently used in the junior college catalogues are designated. Course numbers vary because of different methods of numbering courses in junior colleges and because, in some cases, different modern language courses are offered in different junior colleges. Two semesters of the course, survey of French literature are offered in the Central Academy and College. In this school intermediate French is omitted and modern French writers follows elementary French;

Table XII
A Description of the French Courses Offered in the Junior Colleges of Kansas - 1929 - 1930 -

Course No.	Hours Credit Given per Semester	No. of Schools Offering Course	Prerequisites	Semester Offered	Textbooks Used	Readers Used or Authors Read	Pages of Reading Required	Contents of Courses
1	3 or 5	18	No French	1st	Fraser and Fauriol New Complete French Grammar Part I.	Larousse. Histoire de France.	85-100	Grammar essentials. Drill in pronunciation, speaking, elementary writing and syntax, easy reading, vocabulary. Dictation, memorization, oral and written exercises, phonetics, translation.
2	3 or 5	17	Course 1 or 1 year of high school French	2nd	Fraser and Fauriol New Complete French Grammar Part I.	Hugo. Jean Valjean Fontaine. Fables Bornein. La Fille de Roland. La Fontaine Poems Merimee Colombar.	250-275	Continuation of Course 1 with grammar review and completion of grammar essentials. Dictation elementary composition, speaking, oral and written exercises. Reading of simple prose. Translation of idioms. Study of idioms. Production of stories.
3	3-4	17	Course 2 or 2 years of high school French	1st or 2nd	Verne. De Maistre	Comte de Merimee, Land, Hugo, France, Bazin, Bordeaux, Breuyl, Notis, Daudet, Labottie, Zola.	350-600	Translation and reading of works of modern French writers. Attention is devoted to students' acquisition of ability to read ordinary French with fluency and expression and to translate with accuracy. Study of idioms and pronunciation. Drill in composition.
4	2 or 5	15	Courses 1 and 2 or equivalent. Must be preceded by or accompanied by Course 3	1st or 2nd	Standard Composition Book	Works of chief writers of 17th, 18th, 19th centuries.	400-450	Written exercises for grammatical review, free composition, translation from English to French. No practice in conversation and reading. Phonetics, oral training, dictation. Reading and translation of French as a basis for oral and written work.
5	3 or 5	7	Courses 1, 2, 3 and 4 or the equivalent	1st or 2nd	Standard Composition book	Works of chief writers of 17th, 18th, 19th centuries.	400-450	Reading of representative works of the chief writers of the 17th, 18th, and 19th centuries. Additional practice in writing and speaking French.
6	2	5	Course 4	2nd	Standard Composition book	Works of chief writers of 17th, 18th, 19th centuries.	400-450	A continuation of Course 4. Systematic training in writing and speaking in French. Transition into French of a modern American play.
3A (2 semesters)	4	1	Courses 3, 4, and 5 or the equivalent	1st or 2nd	Radair. Petits de la litterature francaise.	Works of chief writers of 17th, 18th, 19th centuries.		A general survey of French literature. Types of all forms of French literature are studied including productions of the chief French authors.
6	2	1	Course 5	2nd	Works of Racine	Works of Racine		Readings and criticism of the chief dramas.

Table XIII

A Description of the Spanish Courses Offered in the Junior Colleges of Kansas - 1929 - 1930 -

Course	Hours Credit Given per Semester Course	No. of Schools Offering this Course	Prerequisites Offered	Semester Offered	Textbooks Used	Readers Used or Author's Read	Pages of Reading Required	Contents of Courses
1 Elementary Spanish	5	15	No Spanish	1st	Juveniles and Franciscan in Practical Span. Gram Hills and Ford Span. Gram for Colleges D.C. Heath and Co.	Hills and Cano Cuentos y Leyendas D.C. Heath and Co. Walsh. Por España Allyn and Bacon and Co.	100	Essentials of grammar. Careful drill on pronunciation elementary composition and syntax. Beginning of Spanish conversation. Reading and translation of sample prose. Dictation, memorization, phonetics, oral and written exercises.
2 Spanish Reading and Grammar	5	15	Course 1 or 1 year of high school Spanish	2nd		Works of Perez Galdos, Vital Aza, Martinez de la Roca, etc	300	Continuation of Course 1. Review of grammar and syntax; continuation of grammar study. Reading and translation of easy modern prose, fiction, drama and current periodicals. Composition, practice in speaking Spanish; memorization.
3 Modern Prose Writers	3.5	15	Course 2 or 2 years of high school Spanish	1st or 2nd	Espinosa Pan. Comp Ramsey - 1st part of Modern Spanish or Henry Holt and Co. Espinosa. Advanced Span. Comp. Cool Span. Composition	Works of modern novelists and dramatists as Marcon, Palacio Ildes, Blasco Ibanez, Moratin, Benavente, Perey Galdos, Pío Barro, Galdos, Galdos, etc	350-500	Attention is devoted to students' acquisition of ability to read ordinary Spanish prose with fluency and expression and to translate with accuracy. Training in writing and speaking. Discussion of works read and a comparative study of authors and literary tendencies.
4 Composition and Conversation	2	13	Must be accompanied or preceded by course 3 or 3rd high school Spanish	2nd		Specimens of the works of poets, dramatists, essayists and novelists of 19th and 20th centuries as Mesanero Romanes, Pereda, Perez, Espronceda, Galdos, Sierra, Benavente, Martinez de la Roca, Blasco Ibanez, Ruiz de Alarcón, Hartzenbusch and Palacio Ildes. Readings from hills and Morley's Spanish Prose and Poetry Spanish Dialogs		Systematic training in reading, writing and speaking. Translation into Spanish. Theme writing in Spanish. Advanced grammar. Special attention is given to pronunciation, ear training and oral and written composition.
5 Spanish Prose and Poetry		9	Courses 3 and 4 or 3 years of high school Spanish	1st or 2nd				Rapid and extensive reading with little translation. Advanced grammar, syntax and composition.
6 Advanced Spanish Composition	2	6	Courses 3 and 4 or 3 years of high school Spanish	2nd	Espinosa Adv. Spanish Comp. Part II - Ramsey Textbook of Modern Spanish		400-500	Continuation of course. Original Spanish themes. Translation into Spanish of a modern American play. Advanced grammar and syntax. Conducted in Spanish except for grammar discussions.
7 Spanish Conversation	3	1	15 hours of college Spanish or the equivalent	1st	No. Text is required			This is a laboratory course in spoken Spanish. It is conducted entirely in Spanish.
8 Commercial Spanish (Not offered 1929-30)	5	1	15 hours of college Spanish or 3 years of high school Spanish	2nd	Wetzel - Commercial Spanish Pan. Comp. Chilton - Pan. Comp. Composition - D.C. Heath and Co.	Stories Commerce in South America - used as a reference book.		Translation of facsimile and original business correspondence, writing of business letters; drafts, invoices and other commercial forms and usages. Reports in Spanish on consular and governmental documents conducted in Spanish.

Table XIV

A Description of the German Courses Offered in the Junior Colleges of Kansas - 1929 - 1930

Course	Hours Credit Given Per Semester	No. of Schools Offering Course	Prerequisites	Semester Offered	Textbooks Used	Readers Used, Authors Read or Topics Studied	Contents of Courses
1 Elementary German (Two Semesters in 1 school)	3, 4, or 5	5	No. German	1 st , 2 nd	Vos. Essentials of German	Grimm. Märchen: Readings from Apri, Rosenger, Fies, Bluetingen, Caspari.	Essentials of Grammar. Practice in speaking and writing. Drill in pronunciation, grammar and syntax with oral and written exercises. Easy reading of interesting prose and poetry.
2 Intermediate German (Two Semesters in 1 school)	3, 4, or 5	5	1 st or 2 nd Course or 1 year of high school German	1 st , 2 nd	Gronow, H. F. Geschichte und Sage Meyer, Johannes. Deutsches Sprachbuch Halsbach, Deutsche Grammatik, Handbuch der Deutschen Nationalität	Immensee. Laterale die Kische. Selections from Gopfeld, Heyse, Chamisso, Storm, Kimmel and Weibrecht. Works of Lessing, Goethe, Schiller, etc	Continuation of Course 1. Reading, translation; grammar, review; speaking, writing. Drill in pronunciation, syntax and composition. Oral and written exercises.
12, 16 (Two semesters)	3	1	12 hours of college German or 2 years of high school German	1 st , 2 nd	Halsbach, Deutsche Grammatik, Handbuch der Deutschen Nationalität	Works of Lessing, Goethe, Schiller, etc	Advanced German grammar. Introduction to literature. Original written composition.
3, 4 Modern Prose - Two semesters	4	1	8 hours of college German or the equivalent.	1 st , 2 nd	Halsbach	Works of Hillem, Storm and Heyse.	Study of modern prose authors. Composition. Memorization of short poems.
17 German Rhetoric	3	1	18 hours of college German or 3 years of high school German	1 st and 2 nd			Principles of written and oral composition. Original essay writing.
18 German literature 1 st period.	3	1	Course 15-16	1 st			From the beginning to the 2nd great age of German literature. Covers old, middle and new high German till the time of Klopstock (1749).
19 German literature 2nd period.	3	1	Course 18	2 nd	Klopstock, Wieland, der Minnband, Lessing, Herdern, Storm, Heyse, Goethe, Schiller, Kleist, Freilicht's Dichters, bild und his cycle.	Klopstock, Wieland, der Minnband, Lessing, Herdern, Storm, Heyse, Goethe, Schiller, Kleist, Freilicht's Dichters, bild und his cycle.	Second great age of German literature. To the death of Goethe (1832). Poets and poet groups are studied. Romanticism is included.
German literature 3rd period	3	1	Course 19	1 st	Nachfolge der Romantik, Politische Dichtung, Grillparzer, von Dönnich, Hebbel, Ludwig, K. P. Meyer, G. Keller, Suderman, and G. Hauptmann.	Nachfolge der Romantik, Politische Dichtung, Grillparzer, von Dönnich, Hebbel, Ludwig, K. P. Meyer, G. Keller, Suderman, and G. Hauptmann.	Study of modern and contemporary writers. A study is made of poets, poet groups, Naturalism, Realism, and Impressionism.
20 German Reading (not offered 1929-30) Two semesters	3	1	10 hours of college German or equivalent and sophomore standing	1 st , 2 nd		Works of Lessing, Goethe, and Schiller.	Study of selections from classical authors.
20, 2 German literature Two semesters	3	1	10 hours of college German or equivalent and sophomore standing.	1 st , 2 nd			Study of literary forms and their use in literature. Study of epic, lyric and dramatic poetry. Literature is used as a basis for conversation.

TABLE XV.

A Description of the Italian Courses Offered
in the Junior Colleges of Kansas, 1929-30.

Course Number	Course	Hours Given Per Semester	Credit	No. of Schools Offering Course	Prere-quisites	Semester Offered	Contents of Courses
11	Begin-ning Italian	6		1	None	1st	Pronunciation, gram-mar, oral and written exercises, translation. This course is espe-cially designed to help music students.
21	Inter-mediate Italian	5 or 6		1	Course 11 or equiva-lent.	2nd	Composition, oral drill, reading from selected texts.

hence, the survey course is numbered 3 and 4 while in other junior colleges modern French writers and French composition are numbered 3 and 4. The prerequisites for each course are nearly the same in all colleges, except for a few differences in number of hours required, due to the different numbers of hours given for the same courses in different junior colleges. It is very difficult to indicate the semester in which each course is offered. In some colleges one course extends through two semesters, and in other colleges the same course may be offered both semesters each year or in alternate years. In some cases a course may be offered the first or the second semester, but not during both semesters.

It will be noticed that commercial Spanish in Table XIII and German reading in Table XIV are not offered in 1929-30, but as they are offered in alternate years, it was deemed feasible to include them here in order to include all the courses offered in all junior colleges. These courses will be offered in 1930-31.

The names of the German courses are given in most cases as they are listed in the junior college catalogues in order to prevent confusion as there is a great overlapping of material offered in different German courses in different colleges. Most of the courses in French and Spanish are given as they are listed in the catalogues. In a few cases different names are given to the courses in the catalogues than those listed in the tables, but

the same material is covered in the courses regardless of their names.

Two French courses that are offered only in the Coffeyville Junior College were not included in Table XII. They are designated as French 1A and French 1B of 3 and 2 hours credit, respectively. Fraser and Squair's New Complete French Grammar is the textbook used, and 100 pages of reading are required in the two courses combined. These two courses combined are in effect the same as the course in elementary French offered in all the junior colleges of Kansas. However, reading and translation are stressed more than they are in other elementary courses, and little stress is given to grammar.

MODERN-LANGUAGE CLUBS. Nine of the junior colleges of Kansas have modern-language clubs. More public junior colleges have modern-language clubs than do private junior colleges. Only three private junior colleges have organized modern-language clubs while six public junior colleges have modern-language clubs. The public junior colleges at Fort Scott, Iola, and Garden City have both French and Spanish clubs. The Coffeyville Junior College has a French club, and the Hutchinson Junior College has a Spanish Club. There is a Foreign Language Club for all language students in the public junior college at Arkansas City. One private junior college, the Saint Mary's College and Academy, has both French and Spanish clubs. Tabor College has a German

club, and Hesston College and Bible School has a German literary society for students who speak German.

Modern language clubs are composed of the students and teachers in the junior colleges who are interested in foreign languages. The teachers of the modern languages are the sponsors, but modern language clubs have officers who are elected by the club members. In most of the junior colleges the modern language clubs meet bi-weekly during the school year. Most of the French and Spanish clubs are named The French Club and The Spanish Club. However, in the Saint Mary's College and Academy and in the Garden City Junior College, the French club is called Le Cercle francais, and the Spanish clubs of the Saint Mary's College and Academy, the Fort Scott Junior College, and the Garden City Junior College are designated, respectively, as La Estrellita, El Ateneo, and El Circulo español. The club in the Arkansas City Junior College is called The Foreign Language Club, and the German club at Tabor College is named the Deutscher Verein.

The purposes of the modern language clubs in the junior colleges of Kansas are:

1. To foster in the students a knowledge and an appreciation of the literature, life, and customs of the people of the countries whose languages they study.
2. To promote an interest in the study of modern languages.
3. To give practice in speaking in the foreign language.
4. To provide entertainment.

The clubs have varied programs consisting of contests, readings, songs, plays, talks, games, and parties. Studies are made of the literature, music, art, and customs of the people whose language is being studied, and topics of current interest concerning the foreign country are discussed. As much of the work as is possible is conducted in the foreign language. The French and Spanish clubs of the Garden City Junior College have interesting mottos. The former has the motto: C'est en forgeant qu'on devient forgeron; and the motto of the latter is: Quien busca halla. Last year the Spanish club gave a Christmas party for all the Mexican children of Garden City.

The Spanish club of the Hutchinson Junior College is very active. Membership in the club is honorary; and last year there were twenty-three members. On April 24, 1930, Cervantes Day was celebrated by this club. Contests consisting of original compositions, oral reading in Spanish, and sight translation were held. A Spanish play, Chiquilladas by Vital Aza, was given by the club members for the other Spanish students of the junior college and for high school students. In the evening the members of the club had a banquet with a Spanish program and Spanish decorations. The sponsor of this Spanish club is Miss Edna Lesh, the junior college Spanish teacher. Much advertising was done for the Cervantes Day program, contests, and banquet by means of clever posters that

were placed on the college bulletin board. Activities similar to those described above are carried on every spring by the Spanish club of this junior college. There is no French club in the Hutchinson Junior College because the French teacher believes that there is a sufficient number of extra-curricular activities in this junior college at the present time without a French club.

Modern language clubs in junior colleges have social and educational values. The activities of the clubs can be made very interesting, as the work of these clubs in the junior colleges at Garden City and Hutchinson shows. Junior colleges should find a place in their extra-curricular activities for modern language clubs. As students do not have an opportunity to hear and to speak modern languages outside the class room and the modern language club meetings. Therefore, it appears that clubs are a necessary supplement to class work.

QUALIFICATIONS OF TEACHERS. All of the modern language teachers of the public junior colleges of Kansas hold bachelors' degrees, and all of the modern language teachers in nine junior colleges have masters' degrees. The one teacher in the remaining public junior college, who has no master's degree, has completed some graduate work towards her master's degree. Three teachers in two public junior colleges have done graduate work beyond

the master's degree, and two teachers have foreign travel in their records.

All of the modern language teachers of the private junior colleges hold bachelors' degrees, and the teachers of five private junior colleges hold masters' degrees. Three modern language teachers of private junior colleges have done graduate work beyond the master's degree, and two have done foreign traveling. The teachers who hold only bachelors' degrees have done some work on their masters' degrees. Qualifications of the teachers of three private junior colleges are not available.

In most cases the modern language teachers in both public and private junior colleges have had several years of teaching experience in other junior colleges or in high school.

Seven public junior colleges and one private junior college have only one modern language teacher. The remainder of the junior colleges have two modern language teachers, but in five junior colleges one of these teachers teaches another subject: Latin, education, English, or mathematics.

SUMMARY AND CONCLUSIONS. The offerings in modern languages in the junior colleges of Kansas compare very favorably with the offerings in four-year colleges. More modern languages than Latin are offered in four-year and junior colleges, while Latin is offered much more frequently in high schools than the modern languages. Statistics on

enrolments in four-year colleges, junior colleges, and high schools show that French, Spanish, and German, in the order named, are most important in both types of colleges, while the Latin enrolment is far ahead in high schools. French and Spanish are the most popular modern languages in all institutions, but the German enrolment is steadily increasing.

The comparison of offerings in ancient languages, modern languages, and mathematics in junior colleges shows that modern language offerings are much greater than those in the two traditional subjects of the college curriculum, ancient languages and mathematics. The respective per cents of modern languages, mathematics, and ancient languages of the total offerings in these three departments are: 52.97, 33.08, and 14.01. Private junior colleges offer more ancient languages than do public junior colleges, but they offer smaller amounts of mathematics and of modern languages than do public junior colleges.

The comparison of ancient and modern language courses in junior colleges shows that French and Spanish are the most popular languages in both public and private junior colleges, that more German and Latin are offered in private junior colleges than in public junior colleges, that Italian and Greek are taught only in private junior colleges, and that courses in all languages decrease in amounts offered after the first year.

The comparison of modern language courses offered in the junior colleges of Kansas with Kocs' recommended offering in foreign languages shows that most of the junior colleges conform rather closely to Kocs' recommendations. Fifteen junior colleges offer forty hours or more of foreign language; whereas Kocs recommends that forty-six hours of foreign language be offered. The junior colleges of Kansas most frequently offer two first-year and second-year courses and one third-year course in French and Spanish. This represents approximately five years of foreign language.

Only two junior colleges have entrance requirements in foreign languages, and these are private junior colleges. No junior college requires a specified amount of foreign languages of all students for graduation. Most of the junior colleges model their curricula upon those offered at the University of Kansas and recommend certain languages for the different curricula according to the requirements at the University of Kansas.

The tables describing the courses in modern languages offered in the junior colleges of Kansas show that elementary and intermediate courses are offered in French, Spanish, German, and Italian. Modern literature, composition and conversation or rhetoric, and prose and poetry courses are offered in French, Spanish, and German. The more advanced courses in German and French consist

mostly of literature courses; those in Spanish consist mostly of conversational and commercial Spanish.

Half the junior colleges of Kansas have modern language clubs. More public junior colleges have modern language clubs than do private junior colleges. There are five French clubs, two German clubs, and five Spanish clubs in the junior colleges. The purposes and activities of the modern language clubs have already been discussed. It has been noted that most of the teachers of modern languages in the junior colleges of Kansas have masters' degrees and that several have had additional graduate work and foreign travel.

CHAPTER V

A REGIONAL STUDY OF MODERN LANGUAGES
IN REPRESENTATIVE JUNIOR COLLEGES
OF THE UNITED STATES

PURPOSE OF THE STUDY. The purpose of this chapter is to compare the status of modern languages in junior colleges outside Kansas with the status of modern languages in the junior colleges of Kansas. Thirty-six representative junior colleges of the United States were selected for a regional study of modern languages in junior colleges (See Bibliography). The number of junior colleges selected from each section of the United States are: East, 6; South, 12; Middle West, 9; West, 9. All of these junior colleges are officially accredited except the Junior College of Connecticut at Bridgeport, Connecticut. It is an associate member of the American Association of Junior Colleges. Eastern states have few junior colleges, and not many of them are accredited. In order to have a sufficient number of junior colleges to represent the East in a regional study, the Junior College of Connecticut was included. Of the thirty-six junior colleges chosen for this study, fifteen are public junior colleges, and twenty-one are private junior colleges. Of the fifteen public junior colleges selected, two are located in the South, six in the Middle West, and seven in the West. Of the twenty-one private junior colleges selected, six are located in the East, ten in the South, three in the Middle West, and two in the West.

TABLE XVI.

The Number of Public and Private Junior Colleges Offering Modern Languages with the Number of Semester Hours Offered in Each Language.

Language Offered	No. of Colleges Offering Each Language										No. of Hours Offered in Each Language															
	Public					Private					Public					Private										
	K	S	W	E	N	E	S	W	E	N	E	S	W	E	N	E	S	W	E	N						
French	0	2	6	7	6	10	2	2	6	12	6	9	35	0	23	133	126	90	144	54	41	90	167	187	167	611
Spanish	0	2	3	6	5	10	1	2	5	12	4	8	29	0	33	55	101	66	92	20	35	66	125	75	136	402
German	0	1	3	5	4	3	2	1	4	4	5	6	19	0	15	55	55	52	27	26	19	52	42	83	75	252
Italian	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8
TOTAL																					1273					
HOURS																										

AMOUNTS OF MODERN LANGUAGES OFFERED. In Table XVI the number of public and private junior colleges in the East, South, Middle West, and West offering French, Spanish, German, and Italian are given with the number of semester hours offered in each language. In the East, six junior colleges offer 90 hours of French; five offer 66 hours of Spanish; four offer 52 hours of German; and one offers 8 hours of Italian. In the South, twelve junior colleges offer 167 hours of French and 125 hours of Spanish, and four offer 42 hours of German. In the Middle West, eight junior colleges offer 187 hours of French; four offer 75 hours of Spanish; and five offer 83 hours of German. In the West, nine junior colleges offer 167 hours of French; eight offer 136 hours of Spanish; and six offer 75 hours of German. Of the thirty-six junior colleges studied, thirty-five offer 611 hours of French; twenty-nine offer 402 hours of Spanish; nineteen offer 232 hours of German; and one offers eight hours of Italian. The order of importance of the different modern languages is: French, Spanish, German, and Italian.

AMOUNTS OF ANCIENT LANGUAGES OFFERED. Table XVII gives the same data for ancient languages that Table XVI gives for modern languages. In the East, four junior colleges offer 77 hours of Latin, the only ancient language offered. In the South, nine junior colleges offer 137 hours of Latin, and three offer 30 hours of

TABLE XVII.

The Number of Public and Private Junior Colleges Offering Ancient Languages with the Number of Semester Hours Offered in Each Language.

Language Offered	No. of Colleges Offering Each Language				No. of Hours Offered in Each Language																		
	Public		Private		Sections		Public		Private		Public		Private		All Sections								
	E	S	W	N	E	W	E	W	E	W	E	W	E	W	E	W							
Latin	0	0	3	2	4	9	5	4	22	0	0	44	30	77	137	30	26	77	137	74	56	344	
Greek	0	0	1	0	3	1	2	6	0	0	0	11	0	30	11	16	0	30	11	29	70		
Hebrew	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6
TOTAL																	420						

Greek. In the Middle West, five junior colleges offer 74 hours of Latin; one offers 11 hours of Greek; and one offers 6 hours of Hebrew. In the West, four junior colleges offer 56 hours of Latin, and two offer 29 hours of Greek. Of the thirty-six junior colleges studied, twenty-two offer 344 hours of Latin; six offer 70 hours of Greek; and one offers 6 hours of Hebrew. Latin is by far the most important ancient language offered in the junior colleges studied.

MODERN AND ANCIENT LANGUAGES COMPARED. Twelve hundred seventy-three semester hours of modern languages are offered in the thirty-six junior colleges included in the survey. Four hundred twenty semester hours of ancient languages are offered. More than three times as much modern language is offered as ancient language. The order of importance of all languages offered is: French, Spanish, Latin, German, Greek, Italian, and Hebrew.

FOREIGN LANGUAGE REQUIREMENTS. Most of the junior colleges studied require that students present a certain number of units of foreign language for entrance or that they fulfill the requirement before they graduate from the junior college. One junior college in the East requires two units of foreign language for entrance. Six junior colleges in the West require two units. In the Middle West, one junior college requires two units of foreign language; one requires three units; and one requires three units of Latin and two units of modern language.

In the South, five junior colleges require two units of foreign language for entrance; one requires two units of Latin; one requires four units of foreign language; one requires four units of Latin and two of French or Spanish; and one requires two units of Latin and two of French. This makes a total of nineteen junior colleges, more than one-half the number of junior colleges studied, having prescribed entrance requirements in foreign languages. Nine of these colleges are in the South; six are in the West; three are in the Middle West; and one is in the East.

Foreign language requirements for graduation usually depend upon the kind of course the student expects to pursue. In the junior colleges of the East included in this survey, there is no specified amount of foreign language required of all students, but specific amounts are required for different courses. In the West, four junior colleges require fifteen semester hours of foreign language, and one requires six hours. However, these requirements are modified according to the amount of foreign language presented for entrance. In the Middle West, three junior colleges require two years of foreign language for graduation, and one requires one year each of ancient language and a modern language. In the South, two junior colleges require two years of foreign language for graduation; one requires twelve semester hours; and

one requires three years of foreign language. Thirteen or more than one-third of the thirty-six junior colleges studied require specific amounts of foreign language of all students for graduation. Five of these are located in the West, four in the Middle West, and four in the South.

PREPARATION OF TEACHERS. All of the modern language teachers in all of the junior colleges included in the survey have bachelors' degrees. Most of them have masters' degrees, and several of them have studied or traveled in Europe.

COMPARISON WITH THE STATUS IN KANSAS. The order of importance of the different modern languages offered in both the junior colleges of Kansas and in those outside Kansas is: French, Spanish, German, and Italian. Only one junior college in Kansas and one outside Kansas offer Italian. French and Spanish offerings are much greater than offerings in German.

Latin is the most important ancient language offered in the junior colleges in Kansas and outside Kansas. The other ancient languages offered in the junior colleges are Greek and Hebrew. No junior college in Kansas offers Hebrew. Only one junior college outside Kansas included in the survey offers Hebrew.

The total number of semester hours of modern languages offered in the junior colleges of Kansas is 688; the total number of hours of ancient languages is 182. The total numbers of hours of modern languages and

ancient languages in the junior colleges studied outside Kansas are, respectively, 1273 and 420. The ratio of modern languages to ancient languages in the junior colleges studied outside Kansas is 3.03: 1; in the junior colleges of Kansas, it is 3.77:1. The order of importance of all languages offered in the junior colleges of Kansas and outside Kansas is the same: namely, French, Spanish, Latin, German, Greek, and Italian. Hebrew is not included as it is not offered in the junior colleges of Kansas.

Only two junior colleges in Kansas have specified entrance requirements in foreign languages. In one of these colleges, two units of either an ancient or a modern language may be offered for entrance; in the other, two units each of one ancient and one modern language are required. Nineteen of the thirty-six junior colleges studied outside Kansas have prescribed entrance requirements in foreign languages. Most of these colleges are located in the South. In most cases, no specific language is required; if one is required, it is usually Latin.

In Kansas, no junior college requires a specified amount of foreign language of all students for graduation. Thirteen or more than one-third of the junior colleges studied outside Kansas require specific amounts of foreign language of all students for graduation. In the remainder of the junior colleges, as in Kansas, certain languages are required according to the course pursued by the student.

The qualifications of teachers of modern languages in the junior colleges of Kansas and outside Kansas in regard to preparation are very similar. All of them have bachelors' degrees; most of them have masters' degrees; and several of them have studied or traveled in Europe.

CONCLUSIONS. The status of modern languages in the junior colleges of Kansas is very similar to the status of modern languages in the junior colleges outside Kansas included in this survey. The order of importance of all languages is the same. French and Spanish are the most important modern languages offered and exceed Latin, the most important ancient language, in amounts offered. The ratios of modern languages to ancient languages are nearly the same, but the ratio is slightly higher in Kansas. Over one-half of the junior colleges studied outside Kansas have prescribed entrance requirements; whereas in Kansas, only two, or one-ninth, of the junior colleges have prescribed entrance requirements. Over one-third of the junior colleges outside Kansas included in this survey, require specific amounts of foreign language of all students for graduation; no junior college in Kansas has specific requirements in foreign languages for graduation. In the junior colleges of Kansas and outside Kansas, the language requirements vary for the different courses offered. The requirements for the preparation of teachers in all the junior colleges studied are very similar.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The purpose of this study is to describe the status of modern languages in the accredited junior colleges of Kansas. The status of modern languages in the junior colleges of Kansas is compared with the status of modern languages in representative junior colleges of the United States in order to ascertain whether the status in Kansas compares favorably or unfavorably with the status outside Kansas. The development of the junior-college movement in the United States, in general, and in Kansas, in particular, has been summarized in order to acquaint the reader with the unit considered: namely, the junior college.

The junior-college movement has developed rapidly in the United States since the first public junior college was established in 1901. In the year 1929-30, there were 429 junior colleges in the United States with an enrolment of 67,627 students. There are 269 private junior colleges and 144 public junior colleges in the United States. Although there is a greater number of private junior colleges, the public junior colleges have increased in number more rapidly since 1922 than the private junior colleges, and the enrolments are greater in proportion in public junior colleges than in private junior colleges. Junior colleges are found in forty-three states and in the District of Columbia. More than two-thirds of all junior

colleges are found in the South and Middle West. Few junior colleges are found in the East. Most of the junior colleges of the West and Middle West are public institutions; most of those of the South and East are private institutions. In general, four-year colleges and universities recognize the work of junior colleges and encourage the growth of the junior-college movement. In many states the junior colleges are accredited by the state university. There are several other accrediting agencies for junior colleges. Many advantages of the junior college have been advocated which are partly responsible for the growth of the junior-college movement.

The junior-college movement in Kansas has grown rapidly since the state law of 1917 authorizing junior colleges. There are ten public junior colleges and eight private junior colleges that are accredited. There are four private junior colleges that are not accredited. In 1929-30, the approximate enrollment in the junior colleges of Kansas was 2214 of which approximately four-fifths are enrolled in public junior colleges and one-fifth in private junior colleges. All of the public junior colleges and most of the private junior colleges of Kansas are modeled on the plan outlined by the University of Kansas in regard to credit and grade point systems, and pre-professional requirements. In the junior colleges of Kansas, academic instruction and teacher-training courses are given the greatest emphasis, and

vocational and pre-professional courses are given secondary consideration. The range of offerings is greater in public junior colleges than in private junior colleges. The junior colleges of Kansas rank very favorably with the junior colleges of other states notwithstanding their needs and defects. At present, Kansas ranks fourth with Missouri among the states in number of junior colleges.

The status of modern languages in the junior colleges of Kansas is not unlike the status of modern languages in the thirty-six junior colleges studied outside Kansas. The order of importance of all languages is the same in regard to amounts offered. French and Spanish are the principal languages offered and exceed Latin, the most important ancient language, in amounts offered. The ratios of modern languages to ancient languages offered in the junior colleges of Kansas and outside Kansas are approximately the same, but the ratio is slightly higher in Kansas. The ratio in the junior colleges of Kansas is 3.77:1; in junior colleges outside Kansas, it is 3.03:1. In regard to entrance requirements, nineteen or over one-half of the junior colleges studied outside Kansas, have prescribed language requirements; in Kansas, only two or one-ninth of the junior colleges have prescribed language requirements. In most cases, two units of any one language are required. About one-third of the junior colleges outside Kansas require specific amounts of foreign language of all students

for graduation; in Kansas, no junior college has specific requirements in foreign language for graduation. Language requirements vary according to the course pursued by the student. The requirements for the preparation of teachers in all the junior colleges studied are very similar. All teachers of modern languages have bachelors' degrees; most of them have masters' degrees; and several of them have studied or traveled abroad.

A comparison of offerings in modern language with the offerings in two traditional subjects of the college curriculum, ancient languages and mathematics, in the junior colleges of Kansas shows that modern language offerings greatly exceed those in ancient language and mathematics.

A comparison of modern language courses offered in the junior colleges of Kansas with Dr. Kees' recommended offering in foreign languages shows that most of the junior colleges conform rather closely to Kees' recommendations. Fifteen of the eighteen junior colleges offer forty hours or more of foreign language; and Kees recommends that forty-six hours of foreign language be offered. The junior colleges of Kansas usually offer two first-year courses, two second-year courses, and one third-year course in French and Spanish. This constitutes approximately five years of foreign language. Courses in all languages offered decrease in amounts offered after the first year. Half the junior colleges of Kansas have

modern language clubs to supplement the class work in the modern languages.

The results of the survey of the status of modern languages in the junior colleges of Kansas have been presented. The survey was made by examining the catalogues of the junior colleges studied. The method of procedure used was to compare the status of modern languages in the junior colleges of Kansas with the status of modern languages in thirty-six junior colleges of all sections of the United States. All sections are not equally represented because they do not contain an equal number of junior colleges. The sections have been represented according to their rank in number of junior colleges.

No attempt has been made in this study to investigate methods of teaching, use of modern languages by students, or ability of students to pursue modern languages. All data given in the survey of modern languages were found in junior college catalogues except the figures on enrolments which were taken from an investigation made by Professor Engel of the University of Kansas on enrolments in foreign languages in four-year colleges, junior colleges, and high schools in Kansas. Data concerning the junior-college movement were taken from various books, articles, and bulletins listed in the bibliography.

It is hoped that this study may prove of value in acquainting the reader with the growth of the junior-college movement in the United States and in Kansas. The

results of the survey of the status of modern languages in the junior colleges of Kansas may be made the basis of similar studies of modern languages in later years or the basis of studies of methods of teaching modern languages in junior colleges, and progress of junior college students in modern language study. Similar surveys in other subjects of the junior-college curriculum may be of value in determining how the subjects offered in the junior colleges of Kansas compare with those offered in junior colleges in other states and in other sections of the United States.

B I B L I O G R A P H Y

1. American Council on Education Committee on Standards. "Standards and Principles for Accrediting Junior Colleges"; in EDUCATIONAL RECORD, vol. V, pp. 202-4. (July, 1924).

Admission requirements, graduation requirements, and standards relative to faculty, curricula, enrolment, income, building, equipment, and inspection are given.

2. Bond, Otto F. "Junior-College Work in Modern Foreign Languages"; in W. S. Gray, ed., The Junior-College Curriculum. Proceedings of the Institute for Administrative Officers of Higher Institutions. University of Chicago Press, Chicago, 1929. Vol. I, pp. 181-99.

Instruction in first-year French in the junior college-division of the University of Chicago is described. The courses are based on the language-arts technique of Professor H. C. Morrison.

3. Campbell, Doak S., Comp. A Directory of the Junior College. George Peabody College Press, Nashville, Tennessee, 1930. 19 pages.

A list of junior colleges in the United States is given by states with location, presiding officers, control, date of establishment, accreditation, enrolments, tuition, and property evaluations. One column indicates whether the colleges are coeducational or segregated.

4. Campbell, Doak S. "Meeting of the American Association of Junior Colleges, 1928, at Fort Worth"; in SCHOOL REVIEW, vol. 37, pp. 83-85. (February, 1929).

An account is given of the proceedings of the ninth annual meeting of the American Association of Junior Colleges at Fort Worth, Texas, December, 1928, which was attended by representatives from thirty-three states. A list of the papers read and of the items of business transacted constitute most of the article.

5. Charters, W. W. "Functions of the Junior College"; in NATIONAL EDUCATION ASSOCIATION PROCEEDINGS, vol. 67, pp. 603-609. (1929).

Six functions of the junior college are stated and illustrated. The origin of each function is traced.

6. Christensen, D. H. "Arguments in Favor of Junior Colleges"; in SCHOOL REVIEW, vol. 37, pp. 404-406. (June, 1929).

Arguments in favor of establishing junior colleges in Utah are given by a member of the Board of Regents of the University of Utah in an address delivered before the Salt Lake City Chamber of Commerce.

7. Coats, Marion. "A New Type of Junior College"; in Journal of the National Education Association, vol. 28, / 8 pp. 5-6. (January, 1929).

The Sarah Lawrence College of Bronxville, New York, is described. This junior college for women has no required courses. The subjects in the curriculum are grouped in four fields; namely, fine arts, foreign languages, social sciences, and natural sciences.

8. Confrey, A. "Annual Meeting of the American Association of Junior Colleges"; in Catholic Educational Review, vol. 28, pp. 20-24. (January, 1930).

A report is given of the tenth annual meeting of the American Association of Junior Colleges at Atlantic City, November, 1929. The questions considered were point of view towards the junior college, purposes, courses, activities, teachers, guidance, and adult education in the junior college. The junior college was regarded as a secondary rather than a higher educational unit.

9. Cortright, E. E. "How Shall We Interpret the Junior High School and the Junior College Movement?"; in SCHOOL AND SOCIETY, vol. 31, pp. 273-76. (March 1, 1930).

Arguments are presented against the 6-4-4 plan by the president of the Junior College of Connecticut. He says that the junior high school and the junior college were created to break down the rigidity of the old senior high school and the senior college; hence, they need not be permanent institutions.

10. Eells, W. G. "Records of Junior College Transfers in the University"; in SCHOOL REVIEW, vol. 37, pp. 187-97. (March, 1929).

In a comparison of the records of over three hundred graduates of thirty-seven junior colleges who had entered Stanford University with records of those who had received freshman and sophomore training at Stanford University, it was found that the junior-college students after their first quarter showed a superiority in class work which increased until the end of the senior year. About twice as many junior-college students received final honors as university trained students.

11. Engel, E. F. Report on Junior-Colleges in Kansas, 1928-29. University of Kansas, April, 1929.

Data concerning names of accredited public and private junior colleges, enrolments, number of graduates, average teachers' salaries, and subjects taught are reported by Dean Engel, Chairman of the Junior College Commission.

12. Engel, E. F. "The Status of Foreign Language Teaching in Kansas"; in KANSAS TEACHER AND WESTERN SCHOOL JOURNAL, vol. 30, pp. 17-19. (February, 1930).

The results of the third annual survey of the teaching of foreign languages in the four-year colleges and state educational institutions, all accredited junior colleges, and all accredited high schools and academies of Kansas are reported.

13. Fite, Alexander G. "Problems of Modern Language Teaching in the Junior College"; in MODERN LANGUAGE JOURNAL, vol. 13, pp. 459-64. (March, 1929).

Problems of modern language teaching are discussed as found in a survey of conditions and methods of teaching of modern languages in a number of well established junior colleges on the Pacific coast. In general the conditions were good, but difficult problems to solve were found in some localities.

14. Gray, William S. "Educational Readjustments at the Junior College Level"; in SCHOOL AND SOCIETY, vol. 30, pp. 135-43. (August 3, 1929).

This article emphasizes the importance of the junior college providing a broad general education and gives examples of efforts to provide needed courses.

15. Gray, William S., ed. The Junior-College Curriculum. University of Chicago Press, Chicago, 1929. 261 pages.

The proceedings of the institute for administrative officers of higher institutions for 1929 are given. Papers read on different aspects of the junior-college curriculum concerning basic principles of curriculum construction, the curricula of different types of junior colleges, junior-college curriculum problems, surveys of orientation courses offered in different institutions, and reorganized and enriched junior college courses in various departments for students who do not expect to specialize in those departments are reproduced.

16. Haggard, W. W. "An Early Upward Extension of Secondary Education"; in SCHOOL REVIEW, vol. 38, pp. 430-33. (June, 1930).

An account of the founding of the first junior college at Joliet, Illinois, in 1902 as an extension of the Joliet Township High School is given with courses offered and reasons for establishment.

17. Hanna, J. V. "Growth of Certain Junior Colleges"; in JOURNAL OF HIGHER EDUCATION, vol. 1, pp. 208-12. (April, 1930).

Public junior colleges have greater elimination of students and greater growth. This conclusion was obtained from a survey of enrolments of twenty-eight junior colleges for the years 1922-26.

18. Hughes, Rees H. Summary Report of the Junior Colleges of Kansas. Parsons, Kansas, 1930.

Statistics are given concerning the public junior colleges of Kansas for the year 1929-30, including enrolments, graduates, teachers, instruction offered, and valuation of the junior-college districts.

19. Hughes, Rees H. "The Public Junior Colleges in Kansas"; in SCHOOL REVIEW, vol. 38, pp. 450-55. (June, 1930).

This article gives the results of a survey of public junior colleges in Kansas with respect to enrolments, occupations of graduates, faculty, subjects offered, evaluations, and important problems that arise from the results tabulated which need to be solved to make these junior colleges function more effectively.

20. Hart, William Huber, The College Blue Book, 2nd ed. The College Blue Book Company, Hollywood-by-the-Sea, Florida, 1928, vol. I, pp. 11; 190-230.

Junior-college standards and tables are given.

21. "Junior-Colleges: Statistics"; in SCHOOL AND SOCIETY, vol. 31, pp. 529-30. (April 19, 1930).

Statistics are given for the growth of public and private junior colleges with regard to enrolments, number of institutions, and faculty up to 1928.

22. Kelley, V. H. "Analysis of the High School Records of Junior College Students"; in SCHOOL REVIEW, vol. 37, pp. 598-601. (October, 1929).

An analysis was made of the high school records of students at Fort Scott Junior College, Fort Scott, Kansas, from 1922-29. About 40 per cent of the graduates of local high school were found to have entered this junior college, but only 20 per cent graduated. The evidence presented indicates that the junior college is attracting students slightly superior to the average high school graduate and that the better high school students do not always go to the better established colleges.

23. Kinsey, Robert B. A Survey of the Public Junior Colleges of Kansas. Unpublished thesis, University of Wichita, Wichita, Kansas, 1930.

The results of a survey of each of the ten public junior colleges of Kansas are reported. This survey is a thesis that was accepted by the College of Education of the University of Wichita in the spring of 1930.

24. Kees, L. V. "Recent Growth of the Junior College"; in SCHOOL REVIEW, vol. 36, pp. 256-66. (April, 1928).

The recent growth of the junior-college movement and the extent of the movement is reported by means of comparison of results of Kees' 1922 study and his 1927 study of the junior-college movement.

25. Kees, Leonard V. The Junior College. Two volumes. Research Publications of the University of Minnesota, Education Series No. 5. University of Minnesota, Minneapolis, 1924. xxxii - 688 pages.

The findings of an extended investigation of the junior-college movement in 1921-22 conducted by Professor Kees under a subsidy from the Commonwealth Fund of New York City and from the University of Minnesota are reported. The results of the investigation are very favorable to the junior-college movement.

26. Kees, Leonard V. "The Junior-College Curriculum"; in SCHOOL REVIEW, vol. 35, pp. 657-72. (November, 1927).

Kees discusses the rapid growth of the junior college since 1922, the immediate curriculum problem of the junior college, purposes of the junior-college period, relation to high school work and the junior-college curriculum of the future. He urges that junior colleges offer varied curricula.

27. Kees, Leonard V. The Junior College-Movement. Ginn and Co., Boston, 1925. xxii - 436 pages.

This volume gives a comprehensive but compact summary of Professor Kees' two-volume work called The Junior College. Subjects discussed are: scope and variety of the movement, purposes of the junior college which form the basis of discussion for several chapters which attempt to justify these purposes, evaluation of types, and location and maintenance. The discussion is very favorable to the junior-college movement.

28. Leonard, Robert J. "Professional Education in Junior Colleges"; in TEACHERS COLLEGE RECORD, vol. 26, pp. 724-33. (May, 1928).

The distinctive fields of service for the junior college are stated: civic, cultural, and professional education. The trend of specialization in professions is discussed with the suggestion that junior colleges have the specific function of training for the middle level of professions.

29. McDowell, F. M. "The Curriculum of the Junior College"; in Department of the Interior, Bureau of Education Bulletin 1922. No. 19. Washington, D. C. pp. 37-4E.

The curricula of junior colleges according to their various purposes: vocational, pre-professional; terminal liberal arts, and preparatory liberal arts are discussed. Subjects offered in public and private junior colleges are compared according to number of hours of different subjects offered in representative institutions.

30. McDowell, F. M. The Junior College. Dept. of the Interior, Bureau of Education Bulletin 1919. No. 35. Government Printing Office, Washington, D. C. 134 pages.

The results of an investigation of the junior-college situation in 1919 are reported including origin and development of the junior-college idea, status in 1917-18 of the various types of junior colleges, progress in accrediting various types of junior colleges, problems of the junior college.

31. Miller, Minnie M. "Foreign Language Requirements for the A. B. Degree"; in MODERN LANGUAGE JOURNAL, vol. 14, pp. 442-48. (March, 1930).

The results of a survey of language requirements of 100 representative colleges and universities are presented with respect to four main geographical divisions of the United States. Eastern and Southern colleges lead in foreign language requirements. All colleges studied require some foreign language in high school or college

for the A. B. degree. In general there is a slight tendency to reduce the foreign language requirement.

32. Monroe, W. S. Ten Years of Educational Research, 1918-1927. Bulletin No. 42 of the Bureau of Educational Research, University of Illinois, Urbana, 1928.

A History of educational research from 1918-1927. A list of theses published from 1918 to 1927 is given.

33. O'Brien, F. P. Report of a Survey in Atchison Dealing with the Establishment of a Junior College. Bulletin of the University of Kansas, Vol. 24, Lawrence, 1923, 42 pages.

The results of a survey study on the establishment of a junior college in Atchison, authorized by the Board of Education of Atchison in 1923 and conducted by the director of the Bureau of School Service of the University of Kansas are reported. It is recommended that a junior college be established in Atchison.

34. Okerlund, G. M. "Junior-College Graduates in the Universities"; in SCHOOL AND SOCIETY, vol. 29, pp. 676-77. (May 25, 1929).

The results of the Stanford report concerning records of junior-college students in Stanford University are given. The junior-college transfers were superior in intelligence to Stanford juniors, but their scholarship records for their first quarter in Stanford fell below that of the Stanford juniors. After that the junior college transfers surpassed the others in scholarship.

35. Packard, R. L. "Some Present Tendencies in Secondary Education"; in EDUCATION, vol. 50, pp. 420-25. (March, 1930).

The history of secondary education in the United States to the present time is summarized, showing its beginnings, its later phases, and the present situation.

36. Proctor, William Martin, ed. The Junior College, Its Organization and Administration. Stanford University Press, Stanford University, California, 1927. 226 pages.

The organization and administration of all types of junior colleges in California are discussed in thirteen chapters written by administrators of junior colleges and by W. M. Proctor and W. C. Kells, professors of education in Stanford University. An annotated bibliography completes the volume.

37. Relations with Junior Colleges. Kansas State Agricultural College Bulletin, Vol. XIV, No. 5, Manhattan, Kansas, (April, 1930).

The bulletin contains a list of junior colleges accredited by the Kansas State Agricultural College and model courses for pre-professional courses in agriculture, engineering, general science, home economics, and veterinary medicine for students who expect to complete these courses at the Kansas State Agricultural College.

38. Report to the American Association of College Registrars by its Committee on Educational Research. N.P., 1929.

Lists of four-year colleges, junior colleges, and universities are given of every state in the United States with data concerning accrediting or non-accrediting of each institution.

39. Shideler, J. W. "The Junior-College Movement in Kansas"; in SCHOOL REVIEW, vol. 31, pp. 460-63. (June, 1923).

The article surveys the junior-college situation in Kansas in 1923 when there were only six junior colleges in the State. A rapid growth is cited as the movement did not reach Kansas until 1917 when a law was passed permitting communities by a referendum vote to establish two years of college work as high-school extension work.

40. Stilwell, H. W. "Future of the Municipal Junior College"; in SCHOOL EXECUTIVES MAGAZINE, vol. 48, pp. 495-97. (July, 1929).

President Stilwell of the Texarkana Junior College in Texas reports the results of a survey showing the growth of the municipal junior college in Texas. He believes that the municipal junior college will spread and will help solve the problems of higher education.

41. Stoddard, C. D. "A Mental-Educational Survey of Iowa Junior Colleges"; in SCHOOL REVIEW, vol. 30, pp. 346-49. (May, 1928).

Mental and educational abilities of beginning students in junior colleges are compared with measures of the same type obtained at the University of Iowa. The weighted composite scores on the four tests were slightly in favor of junior colleges.

42. Thomas, F. W. "The Functions of the Junior College"; in Proctor, W. M., ed., The Junior College: Its Organization and Administration. Stanford University Press, Stanford University, California, 1927, pp. 11-25.

The basic functions discussed are designated as (1) the preparatory function; (2) the popularizing function; (3) the terminal function; and (4) the guidance function.

43. Thomas, F. W. "The Junior-College Curriculum"; in Proctor, W. M., ed., The Junior College: Its Organization and Administration. Stanford University Press, Stanford University, California, 1927, pp. 60-74.

The curriculum is worked out in terms of the functions of the junior college. Specific courses within the various curricula that are given in California junior colleges are discussed.

44. "Transfer of Tennessee Junior-College Graduates to the University"; in SCHOOL AND SOCIETY, vol. 31, p. 10. (January 4, 1930).

The University of Tennessee and Tennessee Wesleyan College have tried to solve the articulation problem between junior college and university by joint meetings of professors from both institutions. The heads of the respective departments of both institutions reached full agreement as to co-ordination of the work of the two institutions to achieve the best results with the students.

45. Warshaw, J. "High School Units and University Credits"; in MODERN LANGUAGE JOURNAL, vol. 13, pp. 450-59. (March, 1929).

Co-operation between high schools and junior colleges, four-year colleges, and universities is needed in evaluating high school language units. Warshaw urges that placement tests be used in classifying students in college and university language classes without loss of credit by the students.

46. Wellemeier, J. P. "The Junior College As Viewed by Its Students" in SCHOOL REVIEW, vol. 34, pp. 760-67. (December, 1926).

The article contains a summary of opinions of 469 students in eight public junior colleges of Kansas. The courses in order of student preference were the general liberal arts, teacher training, engineering, medicine, law, and fine arts.

47. Whitney, F. L. "Present Standards for Junior Colleges"; in SCHOOL REVIEW, vol. 35, pp. 593-603. (October, 1928).

The general trends of judgment as to what the junior-college standards should be as expressed by accrediting

agencies are given concerning definition, organization, inspection and control, accrediting, entrance requirements, curriculum, faculty, student work, graduates and degrees, records, and material aspects.

48. Whitney, F. L. "Seven Years' Change in the Curriculum of the Junior College"; in NORTH CENTRAL ASSOCIATION QUARTERLY, vol. 3, pp. 432-38. (December, 1928).

Comparisons are made with the data gathered by L. V. Kops for the year 1920-21. The article is developed under these headings: number of semester hours offered, curriculum offerings dropped, range of subject offerings, subject emphasis, and vocational offerings in arts colleges.

49. Whitney, F. L. The Junior College in America. Colorado State Teachers College Press, Greeley, Colorado, 1928.

This book gives the results of an investigation of the junior-college situation in the United States in 1927-28 by the Department of Educational Research of the Colorado State Teachers College of Greeley, Colorado, under the direction of Dr. F. L. Whitney, head of the department. The appendix gives a list of junior colleges in the United States in 1927.

50. Zook, George F. "Is the Junior College a Menace or a Boon?"; in SCHOOL REVIEW, vol. 37, pp. 415-26. (June, 1929).

After discussing arguments for and against junior colleges, Dr. Zook decides that the junior college is a boon rather than a menace as it relieves colleges and universities of pre-professional and semi-professional students and popularizes higher education.

51. Zook, George F., ed. National Conference of Junior Colleges, 1920, and First Annual Meeting of American Association of Junior Colleges, 1921. Dept. of the Interior, Bureau of Education Bulletin, 1922, No. 19. Government Printing Office, Washington, D. C., vi - 73 pages.

Proceedings of the national conference of junior colleges in 1920 and of the first annual meeting of the American Association of Junior Colleges in 1921 are given including functions, advantages, types of junior-colleges, curricula of junior colleges, and problems and surveys of the junior college movement.

52. Zoek, George F. "Proceedings of the Commission of Institutions of Higher Education"; in NORTH CENTRAL ASSOCIATION QUARTERLY, vol. 4, pp. 57-58. (June, 1929).

A standard junior college is defined. Criteria for accrediting of junior colleges by the North Central Association of Colleges and Secondary Schools are given.

53. Zoek, George F. "The Junior College-Movement"; in SCHOOL AND SOCIETY, vol. 23, pp. 601-5. (May, 1926).

It is recommended that along with the two-year pre-professional courses which comprise the first two years of our present four-year liberal arts courses, completion courses should be offered.

BULLETINS OF THE PUBLIC JUNIOR COLLEGES OF KANSAS

1. Coffeyville Junior College Bulletin, 1928-29.
The Journal Press, Coffeyville, Kansas, 1928, pp.
3; 5; 7; 15-18; 21-22.
2. El Dorado Junior College Bulletin, 1929-30. Local
Press, El Dorado, Kansas, 1929, pp. 6-7; 16-19; 21.
3. Fort Scott Junior College Bulletin, 1928-29. Local
Press, Fort Scott, Kansas, 1928, pp. 4-5; 7; 17-18.
4. Garden City Junior College Bulletin, 1928-29.
School Press, Garden City, Kansas, 1928, pp. 4; 6-7; 18.
5. Hutchinson Junior College Bulletin, 1930-31.
Hutchinson High School Press, Hutchinson, Kansas,
1930, pp. 4-7; 9; 20-25; 29-30.
6. Independence Junior College Bulletin, 1929-30.
School Press, Independence, Kansas, 1929, pp. 3; 10-17.
7. Iola Junior College Bulletin, 1929-30. The Iola
Register, Iola, Kansas, 1929, pp. 5-6; 13; 20-21.
8. Kansas City, Kansas, Junior College and Junior
College Bulletin, 1929-30. Local Press, Kansas City,
Kansas, 1929, pp. 1-2; 5-8.
9. Municipal Junior College of Arkansas City Bulletin,
1929-30. Local Press, Arkansas City, Kansas, 1929,
pp. 3-5; 15-16.
10. Parsons Junior College Bulletin, 1929-30. Printing
Department of the Parsons Junior College, Parsons,
Kansas, 1929, pp. 2; 4-5.

BULLETINS OF THE PRIVATE JUNIOR COLLEGES OF KANSAS

1. Central Academy and College Bulletin, 1929-30.
Series XV, Number IV. Mobernson, Kansas, 1929, pp.
5; 8; 10; 20-21.
2. College of Paola Catalogue and Bulletin of Courses,
1929-30. Paola, Kansas, 1929. pp. 17-18.
3. Hesston College and Bible School Bulletin, 1929-30.
Volume XV, Number 1. Mennonite Board of Education for
Hesston College and Bible School, Hesston, Kansas,
1929. pp. 7-8; 30; 42-43; 47-49.
4. Kansas City University Bulletin, 1929-30. Eleventh
Series, No. 8. The Kansas City University Press, Kansas
City, Kansas, 1929. pp. 9; 11-12; 21-22.
5. Mount St. Scholastica Junior College Catalogue,
1928-29 and Announcements, 1929-30. Atchison, Kansas,
1929. pp. 6; 21-24; 26.
6. Northeast Kansas Junior College Course of Study and
Information Bulletin, 1929-30. Highland, Kansas, 1929,
pp. 3; 13-15; 18-19.
7. Saint Mary's College and Academy Circular of
Information and Course of Study. Leavenworth, Kansas,
1929. pp. 3; 6; 23-30.
8. Tabor College Annual Catalog, 1928-29, with
Announcements for 1929-30. Mennonite Brethren
Publishing House, Hillsboro, Kansas, 1929, pp. 5; 7;
9; 17; 33-35.

BULLETINS AND CATALOGUES OF JUNIOR COLLEGES
OUTSIDE KANSAS USED IN THE STUDY.

1. Andrew College Bulletin, 1929-30. Foote and Davies Co., Atlanta, Ga., 1929, pp. 5-7; 15-16; 23-25.
2. Averett College Bulletin, 1930-31. Danville, Va., 1930, pp. 7-10; 26-33; 51.
3. Bulletin of the Creston Junior College, 1930-31. Morrison Printing Co., Creston, Ia., 1930, pp. 6-7; 28-30; 33-34.
4. Bulletin of the Phoenix Junior College, 1929-30. No. 13. Phoenix Junior College Press, Phoenix, Ariz., 1929, pp. 5-7; 13-16; 40-41; 51-52.
5. Catalogue of Concordia College of Fort Wayne, Indiana. Concordia Publishing House, St. Louis, Mo., 1929, pp. 3-7; 10-11.
6. Centralia Junior College Annual Catalogue, 1929-30. P. H. Cole Printing Co., Centralia, Wash., 1929, pp. 6; 10; 19.
7. Chevy Chase Junior College and Senior High School Catalogue for 1930-31. Thomson-Ellis Co., Washington, D. C., 1930, pp. 7-8; 14; 22-23.
8. Eric Junior College Bulletin, 1930-31. University of Pittsburg Press, Pittsburg, Pa., 1930, pp. 5; 9-12; 17-18; 29-30.
9. Glendale Junior College Bulletin, 1930-31. Glendale, Cal., 1930, pp. 8-9; 16; 22-23; 39; 67-73; 92-93.
10. Gulf Park College Bulletin, 1930-31. Benson Printing Co., Nashville, Tenn., 1930, pp. 7-9; 26-30.
11. Hibbing Junior College Bulletin, 1930-31. Hibbing, Minn., 1930, pp. 4; 8-9; 16-17; 41-44.
12. Highland Manor School and Junior College Course of Study. Tarrytown-on-Hudson, N.Y., 1929, pp. 22-24; 28-29.
13. Houston Junior College Catalogue, 1930-31. Board of Education, Houston, Tex., 1930, pp. 2; 8-9; 21-22.
14. Johnstown Junior College Bulletin, 1930-31. University of Pittsburg Press, Pittsburg, Pa., 1930, pp. 5-6; 10-13; 17-18; 30.

15. Junior College of Connecticut Catalogue, 1930-31. Bridgeport, Conn., 1930, pp. 8-11; 21-25; 38-39; 54-55.
16. Junior College of St. Joseph, Missouri, Bulletin, 1929-30. Lon Hardman Printing Co., St. Joseph, Mo., 1929, pp. 3-4; 6-11; 13-14; 19-20; 26.
17. Los Angeles Junior College Bulletin. Los Angeles, Cal., 1930, pp. 6-7; 17; 43-45.
18. McCook Junior College Bulletin, 1930-31. McCook Daily Gazette, McCook, Neb., 1930, pp. 4; 7; 24.
19. Marion Institute Bulletin of Information. Marion Institute Press, Marion, Ala., 1929, pp. 8-10; 48; 58; 61; 72-74.
20. Mars Hill College Announcements, 1930-31. Mars Hill College Press, Mars Hill, N.C., 1930, pp. 9-10; 38-47; 51-52.
21. Menlo Junior College Bulletin, 1930-31. The Junior College Press, Menlo Park, Cal., 1930, pp. 6-9; 12; 17-20; 29; 33-36.
22. Monticello Seminary Bulletin, 1929-30. No. 71. Monticello Seminary, Godfrey, Ill., 1930, pp. 7-9; 19-20; 23-25.
23. Nazareth Junior College and Academy Bulletin, 1930-31. Nazareth Junior College Press, Nazareth, Ky., 1930, pp. 16-18; 31-32; 35-36.
24. Northeastern Oklahoma Junior College Catalogue, 1930-31. O. T. Dixon Printing Co., Miami, Okla., 1930, pp. 5-8; 19; 27-31.
25. Pomona Junior College Announcement of Courses for 1928-29. Board of Trustees, Pomona, Cal., 1928, pp. 5-6; 20-22.
26. Port Huron Junior College Catalogue, 1930-31. Board of Education, Port Huron, Mich., 1930, pp. 5; 7-8; 11; 13-15; 19-20.
27. Quarterly Bulletin of Central College, 1929-30. Central College Press, Conway, Ark., 1930, pp. 6-8; 19-20; 22; 32-34.
28. Riverside Junior College Bulletin, 1929-30. The Junior College Press, Riverside, Cal., 1930, pp. 9-13; 19-20; 22-23; 41-46; 53-54.

15. Junior College of Connecticut Catalogue, 1930-31. Bridgeport, Conn., 1930, pp. 8-11; 21-25; 36-39; 54-55.
16. Junior College of St. Joseph, Missouri, Bulletin, 1929-30. Lon Hardman Printing Co., St. Joseph, Mo., 1929, pp. 3-4; 6-11; 13-14; 19-20; 25.
17. Los Angeles Junior College Bulletin. Los Angeles, Cal., 1930, pp. 6-7; 17; 43-45.
18. McCook Junior College Bulletin, 1930-31. McCook Daily Gazette, McCook, Neb., 1930, pp. 4; 7; 24.
19. Marion Institute Bulletin of Information. Marion Institute Press, Marion, Ala., 1929, pp. 8-10; 48; 58; 61; 73-74.
20. Mars Hill College Announcements, 1930-31. Mars Hill College Press, Mars Hill, N.C., 1930, pp. 9-10; 38-47; 51-52.
21. Menlo Junior College Bulletin, 1930-31. The Junior College Press, Menlo Park, Cal., 1930, pp. 6-9; 12; 17-20; 29; 33-36.
22. Monticello Seminary Bulletin, 1929-30, No. 71. Monticello Seminary, Godfrey, Ill., 1930, pp. 7-9; 19-20; 23-25.
23. Nazareth Junior College and Academy Bulletin, 1930-31. Nazareth Junior College Press, Nazareth, Ky., 1930, pp. 16-18; 31-32; 35-36.
24. Northeastern Oklahoma Junior College Catalogue, 1930-31. O. T. Dixon Printing Co., Miami, Okla., 1930, pp. 5-8; 19; 27-31.
25. Pomona Junior College Announcement of Courses for 1929-30. Board of Trustees, Pomona, Cal., 1928, pp. 6-6; 20-22.
26. Port Huron Junior College Catalogue, 1930-31. Board of Education, Port Huron, Mich., 1930, pp. 5; 7-8; 11; 13-15; 19-20.
27. Quarterly Bulletin of Central College, 1929-30. Central College Press, Conway, Ark., 1930, pp. 6-8; 19-20; 22; 32-34.
28. Riverside Junior College Bulletin, 1929-30. The Junior College Press, Riverside, Cal., 1930, pp. 9-13; 19-20; 22-23; 41-46; 53-54.

29. Saint Mary's School Bulletin, 1930-31. Saint Mary's School, Raleigh, N.C., 1930, pp. 5-8; 29; 34-35; 46-49.

30. San Antonio Junior College Bulletin, 1929-30. B.H.S. and Sidney Lanier School Printers, San Antonio, Tex., 1929, pp. 6-7; 15-18; 25-27.

31. Santa Monica Junior College Announcement of Courses. Junior College Press, Santa Monica, Cal., 1930, pp. 8; 33-35.

32. Shenandoah College Bulletin, 1929-30. Shenandoah College Press, Dayton, Va., 1929, pp. 6-7; 21; 28-29.

33. Tennessee Wesleyan College Bulletin, 1929-30. College Press, Athens, Tenn., 1930, pp. 8-11; 33-34; 68; 71-73.

34. The Utah Westminister, 1930-31. Westminister College, Salt Lake City, Utah, 1930, pp. 7-10; 38; 38; 42; 44.

35. Wessington Springs Junior College Bulletin, 1929-30. Board of Trustees, Wessington Springs, S.D., 1930, pp. 38-40; 43-44.

36. Westbrook Seminary and Junior College Bulletin, 1930-31. The Southworth Press, Portland, Me., 1930, pp. 9-10; 22-23.

APPENDIX

Regulations of the University of Kansas
Concerning Junior Colleges

The University of Kansas Senate adopted in 1916 the following regulations concerning the organization and accrediting of junior colleges in Kansas.

The University of Kansas approves of the idea of the junior college and recognizes it as one of the prominent and important ideas in the trend of education today. The university will, therefore, gladly cooperate and advise in every way possible with any educational organization which may contemplate the formation of a junior college.

A junior college must do its work after the manner of a college and must adopt the aims and ideals of a college. This means that the work of a junior college shall be far different from the work of a postgraduate course in a high school or academy. It is necessary that there be a sharp differentiation between the work of the secondary school and that of the junior college, and when the junior college is organized in connection with a high school or academy it is essential that the teaching force of the college be substantially different from that of the secondary school and that adequate library and laboratory facilities be provided for the work of college grade. It should be distinctly understood that a junior college is really a college; and that no high school, however large or however well equipped, is in any sense a junior college. The teaching force, equipment, and financial support of a junior college must satisfy the requirements for colleges of the North Central Association of Colleges and Secondary Schools.

It is to be noted that the maintenance of a junior college will involve an expenditure greatly in excess of the expenses of an ordinary high school. Therefore, before organizing a junior college, the community should carefully consider its financial ability to maintain such an institution without impairing the character of the work in the elementary and secondary schools.

Every junior college in the State of Kansas will be visited by a university committee before its work is approved and accredited by the university, and it shall be visited as often thereafter as may seem desirable to the committee.

THE KANSAS LAW PASSED IN 1917.

ARTICLE 7.---High-School Extension.

541. Authority to Provide Extension of High-School Course.
(72-3301)

The board of education of any city of the first or second class and the board of trustees of any county high school may provide for an extension of the high-school course in advance of the course prescribed for accredited high schools by the state board of education: Provided, That at a general election or at a special election called for the purpose, in the manner provided by law, a majority of the electors voting on the proposition shall favor such an extension of the high-school course of study. For maintenance of such extension, either wholly or in part, the board of education in any city of the first or second class may levy a tax not exceeding two mills on the dollar of the assessed valuation of the city, and the board of trustees of any county high school may levy a tax not exceeding one-tenth of a mill on the dollar of the assessed valuation of the county, and levy or levies may be in addition to any other levy or levies provided by law for the support of schools in cities of the first and second class or for the support of county high schools. (Laws 1917, ch. 283, sec. 1.)

542. Election (72-3302). For the purpose mentioned in the preceding section, the mayor of any city of the first or second class shall call a special election or shall cause the question to be submitted at a general election at the request of the board of education of such city, or upon petition of two-fifths of the electors of such city; and the county commissioners of any county shall call a special election or shall cause the question to be submitted at a general election at the request of the board of trustees of the county high school, or upon the petition of two-fifths of the electors in such county; and if a special election is called the same shall be held in the manner provided by law for holding general elections so far as the same is applicable: Provided, The expenses of such special election shall be paid from the school funds by the board of education or the board of high-school trustees at whose request the election shall have been called. (L. 1917, ch. 283, sec. 2.)

543. Course of Study. (72-3303). The state board of education shall prescribe the course of study for the high-school extension provided for in section 1 of this act, which shall be approximately equivalent to the course of study in the first and second years of accredited colleges; and if the buildings, equipment,

instructors and instruction shall be approved by the state board of education, any person who shall have complied with the requirements made by the state board of education, and who shall have completed the two-year course of study herein provided for, shall be entitled to all privileges granted by the state board of education to persons who complete a two-year course in an accredited college.

STANDARDS OF ACCREDITED JUNIOR COLLEGES

Adopted by the Kansas State Board of Education, June 3, 1927.

I. DEFINITION.

A junior college is an institution of higher education with a curriculum covering two years of work equivalent in prerequisites, methods, aims and thoroughness to that done in the first two years of accredited four year colleges. Subject to this requirement, a junior college may offer completion courses in such vocations as will meet the needs of the local community.

II. BUILDING AND EQUIPMENT.

Either a separate building or suitable rooms in a high school building should be reserved for the exclusive use of the college classes.

The library shall contain at least 1,000 volumes, exclusive of public documents and encyclopedias, selected with particular reference to the needs of college teachers and students, to furnish adequate library facilities for all courses offered. The library shall have a complete card catalog and shall be under the supervision of a trained librarian. There shall be provided annually an appropriation of at least \$500 for the purchase of books.

For courses in history, language, and literature adequate equipment of maps, charts, pictures, and other illustrative material shall be provided.

Laboratories must be provided and suitable apparatus supplied for the scientific courses offered. Laboratories shall be furnished with gas, water, and electricity and there shall be provided for each laboratory annually a suitable appropriation for its upkeep. It is estimated that the initial cost for groups of ten to twenty students would be approximately \$1,000 for each science.

III. COLLEGE ORGANIZATION.

1. Departments of instruction. For a two year curriculum, instruction shall be provided to include the following:

- (a) English. At least 5 semester hours in rhetoric and composition, and 5 semester hours in English literature.
- (b) Mathematics. At least 10 semester hours selected from the following: Algebra, solid geometry, trigonometry, and analytical geometry, based upon a two year course in high school mathematics.
- (c) Social Sciences. At least 15 semester hours selected from the following: Modern European History, English History, American History, Economics, American government and sociology.
- (d) Natural Sciences. At least 10 semester hours in science selected from the following: Agriculture, botany, zoology, chemistry, and physics. Courses should be offered in at least two sciences, preferably so as to include both biological and physical science.
- (e) Foreign Languages. At least 10 semester hours in each of the two languages selected from the following: Greek, Latin, French, German, and Spanish.

2. Administration. When the junior college is a part of the public school system, the superintendent of schools shall be recognized as the chief administrative officer.

3. Faculty. The college faculty shall include at least four full time teachers. The standard preparation for instructors in a junior college shall be the completion of at least one year of advanced study following a bachelor's degree, based on four years' work in a standard accredited college. It is highly desirable for the teacher to have a Master's degree, but no college teacher shall teach any subject who shall not have completed at least 10 semester hours of graduate work in that subject or department.

4. Teaching Load. Teaching schedules exceeding 15 semester hours per week per instructor, or classes (exclusive of lectures) of more than 30 students shall be regarded as endangering educational efficiency. No instructor should teach more than 18 semester hours per week nor shall an instructor teach more than four classes per day including both high school and college classes.

5. **Credits.** One semester hour of credit may be given for one 50 minute recitation period per week for one semester of at least 18 weeks. Fifteen semester hours credit shall be considered the normal program for a junior college student. No student in the freshman year shall be allowed more than sixteen semester hours credit, not including hygiene lectures and gymnasium, in one semester of 18 weeks, nor shall any student in the sophomore year be allowed more than 15 semester hours credit, not including hygiene lectures and gymnasium, in one semester of 18 weeks.
6. **Professional Courses for State Certificates.** Professional courses may be offered in the second college year for students desiring to meet the requirements for state certificates.
7. **Admission of Students.** The college shall require graduation from an accredited four-year high school in conformity with the Kansas law, or fifteen acceptable and properly distributed units from an accredited four-year school, or their equivalent, or 12 acceptable units earned in an accredited senior high school.
8. **Separation of Classes.** There shall be a distinct separation between high school and junior college classes. No college credit shall be given for extra work done in a four-year high school course but high school students having completed 13 high school units may take work in the junior college for junior college credit, provided the amount of work taken in both high school and junior college shall not exceed in total the equivalent of 13 college hours. No junior college student may take work in high school courses for college credit.

IV. FINANCES.

The minimum annual operating income for a junior college with less than 200 students should be at least \$20,000. If this income is from sources other than general taxation, there should be not less than \$10,000 derived from stable sources other than student's fees, such as public support, permanent endowments, or income from permanent and officially authorized educational

appropriations of churches and church boards or duly recognized corporations or associations. Such latter income shall be credited to the extent actually received, but to an amount not exceeding the average income from such appropriations for the preceding five years. If the enrollment is increased to more than 200 students such increase must be accompanied by a proportional increase in income under the above stated conditions.

These rules and regulations are still in force in the State of Kansas, and remain on record in the State Department of Education at the present time with no changes or alterations.

Data Concerning Harper Junior College

This is an excerpt from a letter received from T. C. Sears, Dean of Harding College at Morrilton, Arkansas, in answer to a letter of inquiry concerning the Harper Junior College at Harper, Kansas.

Harper Junior College closed its work at Harper, Kansas in 1924, having consolidated with the college here under its present name.

**University of Kansas Report on Junior
Colleges in Kansas, 1928-29.**

The following ten municipal or public junior colleges are now in operation and fully accredited by the University for the year 1928-29; Arkansas City, Coffeyville, Eldorado, Fort Scott, Garden City, Hutchinson, Independence, Iola, Kansas City and Parsons. Hutchinson opened last September with an enrollment of 187. The following six junior colleges supported by denominations and private funds are also on the approved list for 1928-29; Central College at McPherson; Highland College, Highland; Paola College at Paola; Heaton College, Heaton; St. Mary's College, Leavenworth, and Mt. St. Scholastica at Atchison.

The following table shows record of enrollments in the junior colleges of Kansas since 1925-26.

1925-26	Seven public Jr. Colleges	447	Two private Jr. Colleges	103.
1924-25	Seven " " "	706	Three " " "	135.
1923-24	Eight " " "	1141	Five " " "	276.
1922-23	Eight " " "	1196	Six " " "	316.
1921-22	Nine " " "	1279	Six " " "	328.
1920-21	Ten " " "	1680	Six " " "	346.

The following table shows the distribution of enrollments by course and sex since 1926-27.

		Freshman		Sophomore		Men		Women		Outside Students
		1st.	2nd	1st.	2nd	1st.	2nd	1st.	2nd	
1926-27	Eight pub. Jr. Col.	811	728	365	359	698	518	614	570	220
1927-28	" " "	907	728	365	380	686	541	606	567	238
1928-29	" " "	1205	990	458	430	820	691	647	731	312
1926-27	Three Co-ed. Priv.	121	118	76	78	44	37	56	52	63
1927-28	" " "	98	94	64	69	33	77	109	106	136
1928-29	" " "	108	104	61	63	73	66	96	95	139
1926-27	Three girl's "	90	82	39	35			119	117	
1927-28	" " "	76	81	60	53			136	134	
1928-29	" " "	111	121	66	66			177	187	

The number of graduates from the public junior colleges in 1928 was 248, compared with 219 in 1927 and 206 in 1926. Of these 102 entered four year colleges as against 79 in 1927 and 66 in 1926. The private junior colleges had 116 graduates in 1928, 79 in 1927, and 89 in 1926. Of these 29 entered senior colleges in 1928, 22 in 1927 and 46 in 1926.

The average salaries for teachers in the principal departments and the general average are shown in the following table:

	English	Math.	Mod.Lang.	Hist.	Phys.Sci.	Biol.	Gen.Aver.
1923-24	\$2180	\$2000	\$1791	\$1856	\$2002	\$1990	\$2049
1924-25	1992	2033	1984	2005	1995	1982	1983
1925-26	2055	2034	2035	1962	2042	1946	2036
1926-27	2054	2107	2163	2004	2148	1925	2065
1927-28	2026	2101	2158	2040	2166	2098	2037
1928-29	2073	2126	1990	2117	2171	1902	2075

The subjects taught and the number of schools if two or more in which they are taught are as follows: Eng. 16, Math. 16, Latin 6, French 15, Spanish 15, German 4, Hist. 16, Econ. 12, Soc. 8, Pol.Sci. 10, Chem. 16, Physics 8, Ecol. 5, Bot. 8, Ethics 8, Psych. 15, Publ. Sp. 9, Education 15, Bus. 2, Greek 3, Engineering 3.

Lawrence, Kansas
April, 1929.

E. F. Engel
Chairman, Junior College Committee.

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